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Éducation

Memoranda
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CIRCULAR H.S. 1 (1963-64)
(APRIL 26, 1963)
TEACHERS WHOSE INTERIM TEACHING CERTIFICATES
OR LETTERS OF STANDING HAVE EXPIRED
(AUGUST 2, 1963)

ENDORSEMENT IN PSYCHOLOGY, SOCIOLOGY, GEOLOGY,
AND POLITICAL SCIENCE AND ECONOMICS
(AUGUST 8, 1963)

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Memorandum to Directors and Superintendents
Principals of Secondary Schools
Secretaries of Secondary School Boards
Principals of Inspected Private Schools

Re 1. Reading of Memoranda
2. Fire Drill
3. Canadian Players
4. Queen's University Fellowships for Secondary School Teachers of Science
5. UNICEF (United Nations International Children's Emergency Fund)

1. *Reading of Memoranda*

At the beginning of the school year it is desirable to review again the effectiveness of our circulation of memoranda to all secondary school teachers. Each principal will determine the best method to ensure that all his teachers receive the information which pertains to their work. Since it is his responsibility to see that each head of department or teacher affected is aware of any memorandum which concerns him, the principal may wish to protect himself by having his desk copy initialled by the persons who must have the information.

2. *Fire Drill*

Each principal is requested at the commencement of the school year to test the fire alarm system in his school and to comply with Regulation No. 98, Secondary Schools, which requires fire drill

(*a*) at least three times during the first term; and
(*b*) at least twice during the second term.

3. *Canadian Players*

The Canadian Players, Canada's national touring theatre company, will present Shakespeare's HENRY IV, PART I, and Ibsen's THE ENEMY OF THE PEOPLE in their main tour this year, commencing at the Royal Alexandra Theatre in Toronto, October 17-19, and continuing on tour in Ontario during October, 1963, and January and March, 1964.

Information regarding the Toronto performances and the other performances throughout Ontario can be obtained by contacting the Canadian Players Foundation office, 40 Wellesley Street East, Toronto 5, Phone 925-4159.

4. *Queen's University Fellowships for Secondary School Teachers of Science*

Queen's University at Kingston is offering to secondary school teachers of Biology, Chemistry, or Physics two fellowships of $3,000 each, plus tuition, for a year of study planned to meet the needs and interests of each Fellow. It is expected that this amount, in conjunction with the partial salary available on sabbatical leave, will enable teachers to consider applying for one of the fellowships. Candidates must have taught in a secondary school for at least seven years, must currently be teaching science courses in Grade 12 or 13, and must expect to remain as classroom teachers for several years after using the fellowship.

Applications should be submitted to the Registrar, Queen's University, Kingston, Ontario, not later than October 15, 1963, for awards beginning September, 1964. Application forms may be obtained from the Registrar.

[OVER]

5. *UNICEF (United Nations International Children's Emergency Fund)*

UNICEF (United Nations International Children's Emergency Fund) is a branch of the United Nations Association devoted to the welfare of the world's children, and is regarded as a children's crusade for children and by children. This is being brought to the attention of secondary school authorities with the understanding that this programme may be introduced into secondary schools with the consent of the school boards.

In some elementary schools this emergency fund is augmented by proceeds from Halloween activities. In secondary schools, if the principals agree, this fund may be an admirable project for the Student Council at any time during the school year and the returns may be forwarded to Mrs. Kate Aitken, Chairman, Ontario UNICEF Committee, R.R.#1, Streetsville, Ontario.

Superintendent of Secondary Education.

TORONTO, August 26, 1963.

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Memorandum to Directors and Superintendents
Principals of Secondary Schools
Principals of Inspected Private Schools

Re Prescriptions for Grade 12 Latin and Greek, 1963-64

The Principal is asked to pass this memorandum to the Head of the Department of Classics.

LATIN

SIGHT WORK forms an important part of the course. Teachers should endeavour to have the students read as many of the prescribed selections of authors as possible at sight in order to increase their ability to read and to comprehend.

METRICAL READING AND SCANSION. Teachers should train their students to scan and to read in metre the Dactylic Hexameter.

One of the following texts, *Selected Latin Readings* (Dent) **OR** *Gateway to Latin, Book IV* (Gage) **OR** *A Latin Reader for Canadian Schools* (Copp Clark), will be used in the school year 1963-64.

In addition to the required reading listed below, the pupils will be expected to read approximately two hundred lines, some of which should be poetry, from any other part of the text, provided that the selections chosen are not included in either Cycle III of *Latin Poetry Selections for Grade XIII* or Cycle III of *Latin Prose Selections for Grade XIII*.

The Reading required from each of the above texts for the Grade 12 Departmental Examination in Latin, June 1964, is as follows:

From *Selected Latin Readings*

Prose: Section Two
  Part II: Caesar - - Caesar in Britain
  Part IV: Caesar - - Caesar the General (lines 899-937)

Section Four
  Selections from Cicero: 5, 9, 13, 14.

Poetry: Section Three
  Part I: Vergil, Selections 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

OR

Gateway To Latin, Book IV

Prose: Caesar - - First Invasion of Britain
Cicero - - Letters 1, and 2

Poetry: Vergil - - all the selections included in the text

[OVER]

OR

A Latin Reader For Canadian Schools

Cycle III, lines 1353-1515, 1699-1736, 1890-1958 and 1989-2037

GREEK

Prose: Students are to read approximately 500 lines of prose. Any of the following books might be used:

Phillpotts and Jerram, *Easy Selections from Xenophon*
Phillpotts, *Selections from Xenophon*
Colson, *First Greek Reader*
Farnell, *Tales from Herodotus*
Edwards, *Salamis.*

Poetry: Students are to read approximately 300 lines from any book of the *Iliad.*

Superintendent of Secondary Education

TORONTO, July 22, 1963

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UNIVERSITY OF TORONTO

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Memorandum to Directors and Superintendents
Principals of Secondary Schools
Elementary School Inspectors
Principals of Inspected Private Schools
Secretaries of Secondary School Boards

Re Scholarships for Study Outside Ontario, 1964-65

Principals and Inspectors are asked to bring the Department of Education Scholarships for Study Outside Ontario to the attention of teachers, both elementary and secondary, who may be interested.

The courses of study to be followed by the recipients shall be those prescribed by a school, university, or other institution outside Ontario and approved by the Minister.

The awards will be made upon the following conditions:

1. The regulations provide for 4 Scholarships, each of $2000 per annum, for one year and payable in 2 instalments of $1000. A Scholarship shall not be renewable.
2. An applicant shall hold a degree from an Ontario University and an Ontario teaching certificate, and shall be a resident of Ontario.
3. An application for a Scholarship must be made in writing and must be supported by evidence of academic and professional standing, of general fitness to undertake post-graduate study, and of the School Board's willingness to grant leave of absence if the Scholarship is awarded. The applicant shall state the course of study he proposes to pursue. No uniform application form is provided.
4. Each teacher accepting a Scholarship shall sign an agreement to give at least three years' service to the Province of Ontario in educational work on completion of his course. On returning from the course the teacher shall notify the Department of the work he proposes to pursue in the Province, and, if at any time circumstances are such that he cannot complete the three years' service, the Department shall be notified of the facts of the case. The Minister may cancel the agreement if he decides that the circumstances warrant such action.
5. A teacher who wishes to apply for a Scholarship should write to the Registrar of the Department for a copy of the Regulation regarding Scholarships for Study Outside Ontario.
6. Applications shall be submitted to the Deputy Minister of Education, Parliament Buildings, Toronto, on or before December 31, 1963. The awards will be announced prior to February 4, 1964.

F. S. Rivers
Chief Director of Education

TORONTO, September 6, 1963

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Memorandum to Directors and Superintendents
Principals of Secondary Schools
Elementary School Inspectors
Secretaries of Secondary School Boards

Re: Teacher Exchange for 1964-65

Secondary School Principals are asked to bring this memorandum to the attention of all members of the staff.

Elementary School Inspectors are asked to include a reference to Teacher Exchange in one of their early circulars to the schools.

1. Teacher Exchange is encouraged by the Department of Education as a means of enabling teachers to improve their professional knowledge and competence, and as a contribution to the promotion of national and international understanding. It is felt that the exchange scheme, providing opportunity as it does for travel and for first-hand study of other educational systems and techniques, is of great benefit not only to the teachers taking part, but to the School Boards involved.
2. Through the co-operation of the Canadian Education Association, exchanges may be arranged for Ontario teachers with teachers in other provinces of Canada, the United Kingdom, and the United States.
3. Exchanges are arranged for the school year, September to June. While on exchange the Ontario teacher is paid by his own School Board and his salary is subject to the usual deductions for superannuation contributions and for income tax. A teacher going on exchange to the United Kingdom from Canada is required to make available the sum of $250 to his exchangee, because of lower salary scales in the United Kingdom and because of loss on exchange when the salary of the teacher from the United Kingdom is converted into Canadian dollars. Each teacher on exchange pays his own travelling and living expenses.

   The Canadian Education Association has available, from a Canadian company, funds to provide bursaries of $200 each to teachers going on exchange *within* Canada.
4. A teacher should seek permission from his School Board to apply for exchange, only
   (*a*) if by September, 1964, he will be at least 25 years of age and will have had at least 5 years of teaching experience (or at least 3 years if he holds a University degree);
   (*b*) if he is genuinely interested and fully intends to accept an exchange if a suitable one is offered;
   (*c*) if he has not made application for any other type of appointment which would interfere with his acceptance of an exchange;
   (*d*) if he believes that his Inspector will recommend him as an above-average teacher who will be a good representative of the Ontario schools while on exchange;
   (*e*) if he believes that, when required to do so, he will be able to furnish a medical certificate to the effect that he is in good health and free from any physical defect, organic or nervous ailment, or after-effects thereof, likely in his doctor's opinion to impair his mental or physical activity as an exchange teacher.
5. *Completed application forms for exchange for the school year 1964-65 must be in the hands of the Teacher Exchange Officer, Department of Education, Parliament Buildings, Toronto, Ontario, not later than November 30, 1963. Since applications are sent forward as soon as they are received, it is desirable to submit them to the Department of Education as early as possible.*
6. Teachers who are interested in exchange should write to the Teacher Exchange Officer, Department of Education, Parliament Buildings, Toronto, Ontario, for more detailed information and for copies of the application form.

F. S. Rivers
Chief Director of Education

TORONTO, September 6, 1963

1963-64:5
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ONTARIO
DEPARTMENT OF EDUCATION

MEMORANDUM RE: CORRESPONDENCE COURSES

The Department of Education provides free Correspondence Courses in Elementary and Secondary School academic subjects. Enrolment in them is subject to the conditions outlined below.

CONDITIONS FOR ENROLMENT

1. Any resident of the Province of Ontario who is 16 years of age or over and who is not attending an elementary, secondary or private school may be enrolled in any of the secondary school courses or in the elementary courses designed for adults.

2. Any student living in Ontario, 6 years of age or over, and under the age of 16 years, who is unable to attend school for a period of three months or more may be enrolled in Correspondence Courses.

   If the student would normally be attending an Elementary School and if distance from school is the reason for his non-attendance, the application must include a recommendation from the Inspector of the Elementary Schools of the area in which the student is living. If the student would normally be attending a Secondary School, and if distance from school is the reason for his non-attendance, the recommendation must be from his Secondary School Principal.

   If the student's reason for non-attendance is illness, the application must include a doctor's certificate stating the nature of the student's illness and probable duration of his absence from school.

3. Any person 16 years of age or over who is normally resident in Ontario but temporarily living outside of Ontario may be enrolled.

4. Any member of the Canadian Armed Services may be enrolled when he goes on duty outside Canada. His dependents who accompany him abroad may be enrolled if they are unable to attend a school in which the Ontario curriculum is taught.

COURSES OFFERED

1. ELEMENTARY SCHOOL COURSES

(a) FOR STUDENTS UNDER 16 YEARS OF AGE

Courses are available for all grades from one to eight. Students who complete the work of one grade satisfactorily will be given a certificate of promotion to the next grade.

Courses are available in French and English for all grades from one to eight for French-speaking students who live in any area of Ontario in which French is used as a language of instruction in the elementary school by permission of the Minister of Education.

(b) FOR STUDENTS OVER 16 YEARS OF AGE

Courses are available in Arithmetic and in English covering the work of the senior grades in elementary school. Students who complete these courses satisfactorily will be considered eligible to enrol in any Grade 9 subjects.

2. SECONDARY SCHOOL COURSES

The following table indicates the subjects in which courses are available.

GRADE 9	GRADE 10	GRADE 11	GRADE 12	GRADE 13
Eng. Comp.	Eng. Comp.	Eng. Comp.	Eng. Comp. (T)	Eng. Comp. (J)
Eng. Lit.	Eng. Lit.	Eng. Lit.	Eng. Lit. (T)	Eng. Lit. (J)
		World Hist.I (T)	World Hist.II (T)	History (J)
Mathematics	Mathematics	Geometry (T)	Algebra (T)	Algebra (J)
				Geometry (J)
		Physics (T)	Chemistry (T)	Trig. & Statics (J)
				Physics (J)
French	French	French	French (T)	Chemistry (J)
				Botany (J)
	Latin	Latin	Latin (T)	Zoology (J)
				French Authors (J)
				French Comp. (J)
				Latin Authors (J)
				Latin Comp. (J)
				Geography (J)

Note 1: (J) indicates that a student who wishes to obtain Departmental Grade 13 Standing must write the Examination in that subject in June. Correspondence Courses in Grade 13 cover the regular courses of study prescribed each year and prepare the student to write the examination.

Note 2: (T) indicates that three supervised tests must be completed in addition to the regular 36 lessons. The Director of Correspondence Courses issues official Statements of Grade 12 Standing in these subjects. He may also recommend eligible candidates for the Secondary School Graduation Diploma.

Note 3: In the remaining subjects no tests or examinations are required. A student who completes satisfactorily the 36 lessons of any of these courses with an average of not lower than C grading will be issued a certificate stating that he has completed that course.

COST

There is no fee for any of the Academic Correspondence Courses. Lessons are supplied and corrected free of charge. Answer paper is provided for students and stamped envelopes for mailing lessons are provided for those students living in Canada. The Correspondence Courses Division assumes the responsibility of providing textbooks (on loan) and all necessary supplies for students enrolled in the regular elementary school courses.

Students taking the elementary school courses for adults or the secondary school courses must obtain for themselves the textbooks required for the Correspondence Courses in which they enrol. A textbook list, which includes the names and addresses of the publishers from whom the textbooks can be purchased, is sent to each student with his first lessons. Students are advised not to purchase textbooks for a subject until they have received the first lessons for that subject. The Correspondence Courses Division cannot alter its courses to suit textbooks other than those on which its courses are based.

GENERAL INFORMATION

1. A student under 16 years of age may begin an elementary school Correspondence Course at any time of the year between September 1 and May 15. An elementary school student who is in good health should spend approximately as much time on his studies each day as if he were attending school. When a student enrolled in a Correspondence Course for an elementary school grade does the work of a whole grade in one year, his enrolment in Correspondence Courses can be considered the equivalent of school attendance.

2. Courses for adults, at the elementary school level, may be commenced and completed at any time of the year, even in July and August.

3. In the secondary school Correspondence Courses, grades nine to twelve inclusive, an eligible student may be enrolled and begin work at any time of the year. A student who has been attending school until the end of the school year will not be considered eligible for enrolment until after September 1.

   A secondary school student should allot at least one hour for concentrated study each day for each subject in which he is enrolled. A student is making normal progress if he sends in one lesson every week in each subject.

4. Grade 13 registration begins in September and students must enrol before February 15 of the year in which they intend to write the June Departmental Examinations. Recommendation marks are based on lessons submitted before the end of March.
   Grade 13 lessons are not marked during the summer months.

5. An applicant at the secondary school level should request enrolment in not more than three courses. If, within a reasonable length of time, he completes five or six lessons satisfactorily in each of these courses, he may request enrolment in additional courses.

   English Composition and English Literature are separate courses in each secondary school grade. A student must complete both English Composition and English Literature in one grade before proceeding with either English Composition or English Literature in the next grade.

6. A student may, if it seems advisable, proceed with the study of a subject, Mathematics for example, through the various grades before he begins the study of a second subject.

SECONDARY SCHOOL GRADUATION DIPLOMA

1. A candidate for the Secondary School Graduation Diploma (formerly called Junior Matriculation) is required to have Grades 11 and 12 standing in the following.

   Obligatory subjects:

   English

   History (World History, Part 1: World History, Part 11)

   Optional Subjects: Any four or more of -

   Mathematics (Geometry: Algebra),

   Science (Physics; Chemistry),

   Geography,

   French, Latin, German, Greek, Spanish, Italian, Russian,

   Commercial Work, Agriculture, Art or Music, Industrial Arts or Home Economics.

   NOTE: Only the courses underlined are offered by the Correspondence Courses Division.

2. A candidate who wishes to obtain standing in an optional subject which is not given through this Correspondence Courses Division should consult the Principal of a Secondary School regarding the possibility of obtaining standing in this subject, either through evening classes or as a private-study candidate.

COURSES FOR APPLICANTS TEMPORARILY LIVING OUTSIDE CANADA

1. The student or the parent (where the student is under 16 years of age) must give the name and address of a person in Ontario who will act as liaison and assume the responsibility of purchasing textbooks where necessary and forwarding books and lessons to the student.

2. A student temporarily living outside Canada who is enrolled in the elementary school grades is not required to send the lessons in for marking. Mailing difficulties are likely to prevent lessons submitted to this Division from being returned to the student in time for the teacher's comments and corrections to be of much help to him. It is recommended that the parent or guardian with whom the student is living assume the responsibility of marking his work.

3. A student temporarily living outside Canada who is enrolled in the elementary school courses for adults or in the secondary school grades is required to submit the lessons for marking. The Correspondence Courses Division returns the marked lessons to the Ontario person whom the student has named as his liaison. It is the liaison's responsibility to forward them to the student. Experience has shown that under favourable mailing conditions even outstanding students rarely complete the work of a secondary school grade in a twelve-month period. Applications for enrolment in more than three courses will be accepted only under special circumstances. Parents who will be temporarily living outside Canada and who wish to enrol students in secondary school Correspondence Courses, should, if possible, make an appointment to see the Director.

GRADE 13 DEPARTMENTAL EXAMINATIONS FOR PERSONS LIVING OUTSIDE ONTARIO

When a person temporarily living outside Ontario is accepted as a student in Grade 13 Correspondence Courses, this does not necessarily mean that he will be able to write Grade 13 Departmental Examinations where he is living. Although the Department of Education may establish Grade 13 Examination centres outside Ontario in the interest of individual students, these centres are established only at universities and then only if the university authorities are willing to provide this service. If such a centre is desired, a request for its establishment should be made to the Registrar, Department of Education, Parliament Buildings, Toronto, (not to the Director of Correspondence Courses) before March 1, of the year in which the examinations are to be written. The Registrar will consider the request and give the student information regarding the procedure to be followed.

VOCATIONAL COURSES

Canadian Vocational Correspondence Courses in a number of vocational fields, prepared with the co-operation of the Federal Government and in agreement with the Departments of Education of the other Provinces, are available to adults living in any part of Canada on the payment of a nominal fee. Information about these courses may be obtained by writing to the Director, Correspondence Courses Division, Ontario Department of Education, 559 Jarvis Street, Toronto 5, Ontario.

The Canadian Vocational Correspondence Courses have been prepared primarily for tradesmen. Completion of any of them does not give standing towards a Secondary School Graduation Diploma.

REQUESTS AND QUESTIONS

Requests for application-for-enrolment forms and questions concerning academic Correspondence Courses may be referred to the Correspondence Courses Division, Department of Education, 559 Jarvis Street, Toronto 5.

F. S. Rivers

F. S. Rivers,
Chief Director of Education

Toronto, August 15, 1963.

1963-64:6
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ONTARIO
DEPARTMENT OF EDUCATION

MEMORANDUM TO PRINCIPALS OF SECONDARY SCHOOLS AND INSPECTED PRIVATE SCHOOLS

Re Supervision of Teachers-in-Training who attended first summer courses in 1963 towards a basic teacher's certificate.

The number of graduates of (1) the Initial Summer Course leading to the Interim High School Assistant's Certificate, Type B, and (2) the first summer courses leading to the Interim Vocational Certificate, Type B, who are beginning teaching in secondary schools this September, is even larger than it was a year ago. To that extent the supervision of their work by secondary school principals is of even greater importance than in the past.

From the detail of the reports on lessons observed submitted in the spring by the Principals who have the responsibility of the in-service training of these young men and women, it is evident not only that the vast majority of these summer course graduates are approaching their work with intelligence and industry, but that in most cases the Principals are living up to their added responsibilities in a most conscientious and effective manner. This is being done, in some instances at least, under the handicap of a heavy teaching programme. The reporting of *ten* lessons is to be continued wherever possible. In no case will a report on fewer than *six* lessons, even for the best student-teacher, be accepted.

As was suggested in memoranda of former years, it is hoped that the Principal (or Vice-Principal) will be able to observe a variety of types of lessons. Not all of these need be formal lessons in which the pupils are being tested orally. The nature of the lesson will depend upon the subject being taught and the lesson topic. It may be one of a series of related lessons covering a unit of work. Whatever form the lessons may take, Principals should try to help beginning teachers to correct their common tendency to tell the pupils too much and to relieve the class of responsibility for taking an active part. Helpful suggestions should be given for the improvement of teaching methods, class management, organization, and other phases of school work. Comments on the lessons observed should be made in writing and discussed with the teacher-in-training. If during this period of supervision evidence of difficulty appears, the Principal should request the assistance of the Secondary School Inspector, who will also be giving special attention to the supervision of these teachers-in-training.

Principals will be asked to submit, on or before April 3, 1964, a report on the lessons observed. The report will be made on the Critic-Teaching Report form (Form 900) which will be sent out to principals in October, 1963, for graduates of the Initial Summer Course and, also this year for the first time, for those student teachers without basic secondary school teaching certificates who have completed the first summer course of training in 1963 towards the Interim Vocational Certificate, Type B, in Commercial, Occupational, or Technical subjects.

In March, 1964, an application form (Form 901) for admission to the next summer course will be sent to the Principal for each teacher concerned. On this form the applicant will be required to sign an undertaking to attend the course in 1964 if he is admitted. On the same form (Form 901), the Principal will fill in and sign his recommendation with respect to the applicant's admission to the course.

Form 901, with Form 900 attached, is to be sent to The Registrar, Department of Education, Parliament Buildings, Toronto, on or before April 3, 1964.

The District Inspector will then make his recommendation based upon his observation of classroom work.

The completed application form, if approved, will then be forwarded from the Department of Education to the Ontario College of Education, from which the Card of Admission will be sent to the teacher.

During the months of September and October in 1963, Inspectors will devote their time to the supervision of teachers who have recently entered the profession. Therefore, each of these teachers may expect supervision from the Principal and an Inspector in the fall term.

TORONTO, September 6, 1963

Superintendent of Secondary Education

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ONTARIO
DEPARTMENT OF EDUCATION

Memorandum to Directors and Superintendents
Principals of Secondary Schools
Secretaries of Secondary School Boards
Principals of Inspected Private Schools

Re International Mathematics Contest, 1964

The Department is pleased to support the Canadian Association of Actuaries and the Canadian Congress of Mathematics in sponsoring the Mathematics contest in the secondary schools of Ontario again this year. The exact date has not been set but the test will occur probably at approximately the same time as in past years.

The rules of the contest will be similar to those of 1963. If the principal has not received an invitation for his school to participate by December 31, he may write to Mr. D. R. MacLeod, Associate Actuary, The Manufacturers Life Insurance Company, 200 Bloor Street East, Toronto.

For purposes of this Contest, Ontario, Quebec, and New York State north of latitude 42° N constitute Region II. In 1963 for this Region the teamscore ranking in the first decile of participating schools was as follows (numbers omitted are those of New York schools):

1. Buffalo Bennett H.S., N.Y. 2. Ithaca H.S., N.Y. 3. University of Toronto Schools 4. London South S.S. 5. North Toronto C.I. 6. Fort William C.I. 8. David and Mary Thomson C.I., Scarborough 9. Ridley College, St. Catharines 13. Jarvis C.I. 15. Stratford C.I. 21. Downsview C.I. 22. St. Jerome's Private School, Kitchener 23. St. Patrick's College School 25. W. F. Herman C.I., Windsor 27. Forest Hill C.I. 28. Adam Scott C.V.I., Peterborough 29. Oakwood C.I. 33. Lisgar C.I., Ottawa 34. St. Catharines C.I.&V.S. 35. St. Michael's College School 36. R. H. King C.I., Scarborough 36. (tie) Leaside H.S. 39. Nepean H.S., Ottawa 40. Bathurst Heights S.S. 41. Prince Edward C.I. 42. Don Mills C.I. 44. Winston Churchill C.I., Scarborough 45. Waterloo C.I. 48. Port Credit S.S. 48. (tie) Wm. Lyon MacKenzie C.I. 50. Michael Power Private School, Islington 51. Central S.S., Hamilton 52. Upper Canada College 53. Nelson H.S., Burlington 56. De La Salle "Oaklands" 58. Port Arthur C.I. 60. Barrie District Central Collegiate 65. Etobicoke C.I. 66. Ridgemont H.S., Ottawa 67. Delta S.S., Hamilton 68. Grantham H.S.

Individual Ontario winners in the first fifteen places in Region II were as follows:

4. David L. Rotenberg, Jarvis C.I. 6. Thomas A. Keefer, North Toronto C.I. 7. Roger J. Chetwynd, University of Toronto Schools 9. Denis A. Hill, St. Patrick's College School, Ottawa 10. Bryan E. Monkhouse, Downsview C.I. 13. Richard L. Ferch, Fort William C.I. 15. Douglas M. MacDonald, Lisgar C.I., Ottawa.

Superintendent of Secondary Education

TORONTO, September 6, 1963

1963-64:8
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DEPARTMENT OF EDUCATION

Memorandum to Directors and Superintendents
Principals of Secondary Schools
Elementary School Inspectors
Principals of Inspected Private Schools
(where applicable)
Secretaries of Secondary School Boards

Re Certificates Accepted as the Equivalent of Certain Secondary School Music Options

For the Intermediate Certificate

The certificates listed under "Grade 10" on the back of this sheet are accepted in lieu of (but not in addition to) either the Art course or the Music course in Grades 9 and 10.

For the Secondary School Graduation Diploma

The certificates listed under "Grade 12" on the back of this sheet are accepted in lieu of (but not in addition to) either the Art or the Music course. When presented for inspection according to the "Instructions to Principal" on the diploma application form, this standing may be used as an option to complete the requirements for the Secondary School Graduation Diploma. Since "Grade 12 Music" includes the work of both Grade 11 and Grade 12, it has the same value for this diploma as Mathematics (Algebra and Geometry), Science (Physics and Chemistry), Geography (Part I and Part II), Home Economics, Industrial Arts, Commercial Work, Agriculture, Art, or one of the languages.

For the Secondary School Honour Graduation Diploma

The certificates listed under "Grade 13" on the back of this sheet are accepted in lieu of the prescribed course in Music (one paper), for the purposes of the Secondary School Honour Graduation Diploma and may be indicated on the diploma. These certificates are accepted even though they may have already been accepted for the Secondary School Graduation Diploma at the end of Grade 12.

For Departmental Certificates of Grade 13 Standing

Standing in music obtained by examinations taken at a college or conservatory of music is not recorded on the Grade 13 certificates, which report the results of the annual Departmental Examinations. When making application to enter a university the original music certificates should be submitted along with the regular departmental certificates.

C A Brown
Registrar

TORONTO, September 6, 1963

[OVER]

TABLE OF CERTIFICATES ACCEPTED IN LIEU OF PRESCRIBED COURSES IN MUSIC

	GRADE 10	GRADE 12	GRADE 13
DEPARTMENT OF EDUCATION	Grade 10 Course of Study in Music	Grades 11 and 12 Courses of Study in Music	Grade 13 Course of Study in Music
ROYAL CONSERVATORY OF MUSIC OF TORONTO	Grade V Practial or a higher certificate	(i) Grade VII Practical and Grade II Theory OR (ii) Grade III Theory	(i) Grade VIII Practical and Grade II Theory OR (ii) Grade IV Theory
WESTERN ONTARIO CONSERVATORY, LONDON	Grade Junior V Practical or a higher certificate	(i) Grade Senior VII Practical and Grade II Theory OR (ii) Grade III Theory	(i) Grade Senior VIII Practical and Grade II Theory OR (ii) Grade IV Theory
McGILL CONSERVATORIUM	Grade 6 (Elementary) Practical or a higher certificate	(i) Grade 9 (Intermediate) Practical and Grade 10 (Intermediate) Theory OR (ii) Grade 11 (Senior) Theory and T.C.M. Grade III History	(i) Grade 10 (Senior) Practical and Grade 10 (Intermediate) Theory OR (ii) Grade 11 (Senior) or Highest Grade Theory
TRINITY COLLEGE, LONDON, ENGLAND	Advanced Prep. Practical or a higher certificate	Interm. Practical and Grade IV Theory	Senior Practical and Grade V Theory
ROYAL SCHOOLS, LONDON, ENGLAND	Grade IV Practical or a higher certificate	Grade V Practical AND (i) Grade IV Grammar of Music or (ii) Grade IV Theory	Grade VI Practical AND (i) Grade IV Grammar of Music or (ii) Grade V Theory

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ONTARIO

DEPARTMENT OF EDUCATION

MEMORANDUM TO: PRINCIPALS OF SECONDARY SCHOOLS

RE: THE SECONDARY SCHOOL PRINCIPALS' COURSE

This course will lead to a Secondary School Principal's Certificate which will be valid in a high school, collegiate institute, vocational school, or composite school. It will consist of two sessions which will be offered in consecutive summers, and each session will be of four weeks' duration.

The second session of the fifth course and the first session of a new sixth course will be offered in 1964.

An applicant for admission to the first session of the sixth course shall

(a) hold a High School Assistant's Certificate,
(b) have completed a minimum of five years of teaching experience in Ontario secondary schools, prior to September 1, 1963,
(c) have taught one or more subjects of Grades 11, 12 or 13 for at least three years,
(d) have been rated as a better than average teacher for at least the last two years of his teaching or principalship experience, and
(e) be required to pass an oral examination.

An applicant for admission to the second session of the fifth course shall have completed the first session of the course.

It is only fair to point out that owing to exigencies of organization and accommodation, the enrolment in these courses will necessarily be limited.

A teacher wishing to be admitted to the first session of the sixth course should first make application for admission to the oral examination. In his letter of application he should state

(a) the names and numbers of his teaching certificates;
(b) the names of the secondary schools in which he has taught;

(c) the number of years of teaching experience he has had in each school;
(d) the numberof years he has taught the subjects of Grades 11, 12 or 13 and the names of the subjects, and
(e) the nature of relevant experience in addition to school extra-curricular activities.

Candidates who have completed the first session of the fifth course will be admitted to the second session automatically and need not apply for an oral examination.

A teacher in the High School District of Brantford, Burlington, Etobicoke, Hamilton, Kitchener, London, Ottawa, Peterborough Sarnia, Scarborough, South Peel, Toronto, Windsor, York, York Central, or York North shall forward his letter of application to the Superintendent of Secondary Schools appointed by the local school board, who will forward his recommendation and the applicant's original letter to the Superintendent of Secondary Education, Parliament Buildings, Toronto.

A teacher in the High School District of Bertie, Chatham, East York, Forest Hill, Fort William, Galt, Guelph, Kingston, Niagara Falls, Oakville, Pelham, Port Arthur, St. Catharines, Sault Ste, Marie, or Tillsonburg shall forward his letter of application to the Director of Education or Superintendent of Secondary Schools appointed by the local school board, who will forward his recommendation and the applicant's original letter to the District Secondary School Inspector appointed by the Department of Education. He in turn will forward his recommendation and the applicant's original letter to the Superintendent of Secondary Education, Parliament Buildings, Toronto.

A teacher in any other high school district shall forward his letter of application to the District Secondary School Inspector appointed by the Department of Education, who will forward his recommendation and the applicant's original letter to the Superintendent of Secondary Education, Parliament Buildings, Toronto.

Applications for these courses must be received by the officials mentioned above by December 2, 1963, who in turn must forward them to the Department by December 18, 1963.

If a teachers application for admission to the oral examination is accepted, he will be informed of the date, place, and time of his examination.

All candidates including those who were on the first session of the fifth course in 1963, who are eligible to attend either session of the 1964 courses shall obtain an official Departmental Summer Course Application form, when these are available in the Spring, and file this completed form with the Deputy Minister of Education.

(c) the number of years of teaching experience he has had in each school;
(d) the rank and years he has taught the subjects of Grades 11, 12 or 13 and the names of the subjects, and
(e) the nature of relevant experience in addition to school extra-curricular activities.

Candidates who have completed the first session of the fifth course will be admitted to the second session automatically and need not apply for an oral examination.

A teacher in the High School District of Brantford, Burlington, Etobicoke, Hamilton, Kitchener, London, Ottawa, Peterborough, Sarnia, Scarborough, South Peel, Toronto, Windsor, York, York Central, or York North shall forward his letter of application to the Superintendent of Secondary Schools appointed by the local school board, who will forward his recommendation and the applicant's original letter to the Superintendent of Secondary Education, Parliament Buildings, Toronto.

A teacher in the High School District of Barrie, Chatham, East York, Forest Hill, Fort William, Galt, Guelph, Kingston, Niagara Falls, Oakville, Pelham, Port Arthur, St. Catharines, Sault Ste. Marie, or Tillsonburg shall forward his letter of application to the Director of Education or Superintendent of Secondary Schools appointed by the local school board, who will forward his recommendation and the applicant's original letter to the District Secondary School Inspector appointed by the Department of Education, who in turn will forward his recommendation and the applicant's original letter to the Superintendent of Secondary Education, Parliament Buildings, Toronto.

A teacher in any other high school district shall forward his letter of application to the District Secondary School Inspector appointed by the Department of Education, who will forward his recommendation and the applicant's original letter to the Superintendent of Secondary Education, Parliament Buildings, Toronto.

Applications for these courses must be received by the officials mentioned above by December 1, 1963, who in turn must forward them to the Department by December 15, 1963.

If a teacher's application for admission to the oral examination is accepted, he will be informed of the date, place, and time of his examination.

All candidates including those who were on the first session of the fifth course in 1963, who are eligible to attend either session of the 1964 courses shall obtain an official Departmental Summer Course Application Form, when these are available in the Spring, and file this completed form with the Deputy Minister of Education.

The fee for this course will be $50.00 per session. Veterans of Her Majesty's Forces, upon proof, are not required to pay this fee.

The candidates who complete the fourth course and who on September 1, 1964, hold positions as principals or vice principals will be granted a Secondary School Principal's Certificate. The candidates who do not hold either of these positions will be granted an Interim Secondary School Principal's Certificate, valid in a secondary school for five years from the date of issue.

Will you please bring this memorandum to the immediate attention of members of your staff who may be interested.

S. D. Rendall
Superintendent of Secondary Education.

September 16, 1963.

1963-64:10
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ONTARIO

DEPARTMENT OF EDUCATION

OCT 7 1963
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Memorandum to Directors and Superintendents
Principals of Secondary Schools
Principals of Inspected Private Schools
Secretaries of Secondary School Boards

The Principal is asked to bring this memorandum to the attention of the teachers of Grade 13 French.

Re Practice Material for Listening Comprehension in French

1. On the reverse side of the 1963 French Dictation Record teachers will find a new test of Listening Comprehension to be used for practice during the school year.

2. While the final decision will be taken and announced later in the autumn, it is expected that a similar test in Listening Comprehension will form part of the Grade 13 Departmental Examination in French Authors in 1964, in addition to the French Dictation. It is expected that the examination record will be thirty minutes in length, fifteen minutes for the Dictation and fifteen minutes for Listening Comprehension. It is expected that 10% of the total marks will be allowed for the Dictation and 10% for Listening Comprehension.

3. Within the next three or four weeks the following material will be sent to the Principal for the use of the Grade 13 teachers of French.

   (a) A memorandum prepared by Mr. A.F.W. Hodgins, outlining the use to be made of the practice test.

   (b) Copies of "Practice Comprehension Test Record —Teacher's Copy".

   (c) Copies of "Practice Comprehension Test Record — Student Answer Sheets" in numbers sufficient for the use of all Grade 13 pupils in French.

4. It is anticipated that principals and teachers will lend their usual co-operation to this practice exercise leading to the improvement of testing in French.

Superintendent of
Secondary Education

TORONTO, September 6, 1963

1963-64:11
6500

ONTARIO
DEPARTMENT OF EDUCATION

OCT 7 1963
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Memorandum to Directors and Superintendents
Principals of Secondary Schools
Principals of Inspected Private Schools
Secretaries of Secondary School Boards

Re Basic Grade 13 Latin Word List for Grade 13 Departmental Examination in Latin Composition of 1964

The Principal is asked to bring this memorandum to the attention of the teachers of Grade 13 Latin.

1. The Vocabulary Guide on pages 27-47 of Curriculum I. and S.11, Courses of Study for Latin and Greek, includes lists of words and phrases which the Grade 13 candidates are expected to know for examination purposes.

2. Since, as announced in Circular 58, Prescriptions for 1963-64, lines 736-804 of Cycle II (Latin Prose Selections for Grade XIII) are omitted for translation purposes for the examination, the candidates will not be required to know the following words for the examination in Latin Composition in 1964.

ardeo
coactu
concursus
conduco
coniuratio
consentio
durus
exsisto
exstinguo
hospitium
iudicium
iussu, iniussu
miseror
nefarius
pietas
placo
postremo
praesertim
recupero
sponte
temere
turpis
vehemens

W. R. Stewart
Deputy Minister

TORONTO, September 16, 1963

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OCT 9 1963
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Memorandum to Directors and Superintendents
Principals of Secondary Schools
Principals of Inspected Private Schools
Secretaries of Secondary School Boards

1. Re Grade 12 Departmental Examinations in 1964
2. Grade 12 Tests in 1963-64

Principals are asked to bring this Memorandum to the attention of all teachers concerned.

1. Grade 12 Departmental Examinations in 1964

Grade 12 Departmental Examinations will be conducted in Geography, Part II and Latin in 1964, as announced in Circular 1962-63:55.

The dates for these examinations will be announced later.

The course content for the Geography, Part II examination is outlined in Circular 1962-63:62, dated May 28, 1963.

The course content for the Latin examination is outlined in Circular 1963-64:13, issued in September, 1963.

2. Grade 12 Departmental Tests, 1963-64

At 9.00 a.m. on Friday, November 22, 1963 an aptitude test (S.A.T.O. - verbal and mathematical) will be administered to all pupils in Grade 12 of the General Course, the Commercial Course (except Special Commercial), and the Technical Course.

At 9.00 a.m. on Friday, May 8, 1964, an achievement test, objective in nature, will be given to all pupils seeking credit in Grade 12 Algebra, whether the subject is taught in Grade 11 or Grade 12.

As an experiment, uniform examinations will be written in June, 1964 by Technical pupils in the shopwork subjects. Further information concerning these examinations will be provided in a later memorandum.

S. D. Rendall
Superintendent of
Secondary Education
(R.L.L.

TORONTO, September 20, 1963

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Memorandum to Directors and Superintendents
Principals of Secondary Schools
Principals of Inspected Private Schools
Secretaries of Secondary School Boards

Re Grade 12 Departmental Examination in Latin, 1964

Reference Circular 1963-64:12

The Principal is asked to bring this memorandum to the attention of all teachers of Latin in Grade 12.

This examination will consist of four Parts, A, B, C, and D. In Part A, candidates will choose the questions which are based on the authors text which they have used during the year. In Part A, separate questions will be set for each of the authors texts listed in Circular 14, *Selected Latin Readings* (Dent), *Gateway to Latin*, Book 4, (Gage) and *A Latin Reader for Canadian Schools* (Copp Clark). Parts B, C, and D will be the same for all candidates.

PART A

In Part A, there will be two questions, the one testing the poetry selections, the other the prose selections. These questions will test the pupils' knowledge of translation, syntax, identification of verb-forms, content, literary style and appreciation, and scansion. The value of this Part will be 23% of the total.

PARTS B, C, and D

For Parts B, C, and D, any of the four grammar texts listed in Circular 14, *Latin for Secondary Schools,* Revised Edition, (Gage), *Living Latin,* (Clarke, Irwin), *Gateway to Latin* (Books 2, 3, and 4), (Gage) or *Latin for Canadian Schools,* (Copp Clark), will provide the pupils with the knowledge to answer the questions on the forms, grammar, translation of English sentences into Latin, and English derivatives.

Part B will consist of English sentences to be translated into Latin. The value of this Part will be 35% of the total.

Part C will consist of two Latin prose passages to be translated at sight into English. The value of this Part will be 22% of the total.

Part D will consist of objective test items which will test the pupils' knowledge of forms, grammar, and English derivatives and the pupils' ability to answer questions which will be asked in English about the comprehension and translation of parts of a Latin prose sight passage. The value of this Part will be 20% of the total.

W. R. Stewart
Deputy Minister

TORONTO, September 19, 1963

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Memorandum to Directors and Superintendents
Principals of Secondary Schools
Principals of Inspected Private Schools
Secretaries of Secondary School Boards

Re 1. Province-wide Experimental Single Paper in Grade 13 English, in March, 1964.
2. Report of Limited Experimental Single Paper in Grade 13 English, in May, 1963.
3. Province-wide Experiment in the Assignment of a Writing Mark in Grade 13 English, 1963-1964.

The Principal is asked to bring this memorandum to the attention of all Grade 13 teachers of English.

The Minister of Education has approved a study which will seek (*a*) to determine the feasibility of using a single examination paper in Grade 13 English, and (*b*) to find a more valid method of assessing the candidate's writing ability than that used heretofore.

The usual co-operation of principals and teachers is anticipated in this experimental study which may have far-reaching effects upon the measurement of proficiency in English at the Grade 13 level.

NOTE. In June, 1964, the usual two papers, English Composition and English Literature, will be the Grade 13 Departmental Examinations in English.

1. *Province-wide Experimental Single Paper in Grade 13 English in March, 1964*

The Experimental single paper will be set and a marking scheme will be prepared by a committee of Grade 13 teachers of English under the chairmanship of Miss Gladys R. Munnings, Assistant Superintendent of Secondary Education.

The examination will be written during the week of March 9 *or* March 16 on a specific date to be decided later in consultation with the Executive of the Secondary School Headmasters' Association. A second memorandum will be sent to the schools to announce the exact date.

The Experimental paper will be designed,

(*a*) to test the reliability of the results of a single three-hour paper in English as compared with the traditional two two-and-a-half hour papers;

(*b*) to test the value of different types of questions in English Literature, e.g., short answer, subjective discussion-type, limited essay-type;

(*c*) to examine the reliability of the results of such a paper when some of the essay-type answers are marked for organization and style in addition to content.

(*d*) to determine the amount of time which Grade 13 students require on the average to answer well each type of question without undue pressure.

The question papers and the marking schemes will be sent to the schools shortly before the examination date.

In addition, a questionnaire seeking the opinion of teachers on the experimental paper will be sent out.

[OVER]

Curriculum Content upon which the Experimental Single Paper will be set.

The Experimental paper will allow for variations in course planning by individual teachers throughout the Province. Questions will be set to cover the following prescribed material.

1. Hamlet
2. *Either* An Epistle (Browning) *or* The Titanic (Pratt)
3. *Either* Wuthering Heights (Bronte) *or* Caesar and Cleopatra
4. Shorter Poems:
   Shakespeare: *Sonnet XXXIII Full many a glorious morning have I seen*; Milton: *How Soon Hath Time*; Pope: *An Essay on Criticism*; Wordsworth: *Lines Composed a Few Miles Above Tintern Abbey*; Keats: *To Autumn*; Dickinson: *A Bird Came Down the Walk*; Housman: *The Lads in Their Hundreds*; Yeats: *When You Are Old.*
5. Prose:
   Faulkner: *On Receiving The Nobel Prize*; MacLennan: *Remembrance Day — 2010 A.D.*; McGinley: *Some of My Best Friends*; Wells: *The Door in the Wall.*
6. A question related to the course of study for English Composition (précis, evaluation, or essay paragraph) may be included.

Teachers should not, however, curtail the amount of course material usually studied by Easter time.

It should be kept in mind that the Grade 13 Departmental Examination in English Literature and English Composition in June 1964 will cover the whole course as outlined in Curriculum S.25 and Circular 58.

2. *Report on the Limited Experimental Single Paper in English in May, 1963*

The attention of Grade 13 teachers of English is directed to a report on a limited experiment undertaken by eight Ontario schools in May, 1963. A copy of the question paper written, the marking scheme used, and a report of the teachers' comments will be sent to the schools in the near future.

3. *Province-wide Experiment in the Assignment of a Writing Mark in Grade 13 English, 1963-1964.*

In April or May, 1964, as part of the experimental programme of 1963-64, Grade 13 teachers will be asked to submit to the Department of Education a Composition mark (out of 100) for each pupil, based on any six essays, of at least *four* types, written by the pupil during the year.

Two of the essays used as a basis for this Composition mark should be written under a time limit at school, either as part of the school's regular term examinations or during class periods. The remainder of the essays will be written as part of the regular term assignments. As indicated, an assignment such as the editorial or short article might be one or two paragraphs in length. Essays, with the exception of the literary essay, will be the usual short essays of the length required on the present June examinations (or longer as the individual teacher wishes).

Teachers are advised to retain, or ask the students to retain, written assignments so that they may be available during an inspector's visit, or for possible submission to the Department for study at a later date.

A questionnaire will be sent to the schools in May, 1964, in order to obtain the comments and suggestions of teachers regarding the Experimental single paper in English and the experiment in measuring writing proficiency.

Plans are being made to study the correlations among (*a*) this writing mark, (*b*) the teacher's confidential marks, (*c*) the mark on the Experimental single paper, and (*d*) the actual Departmental examination marks on the English papers of 1964.

A list of suggested essay topics is attached.

TORONTO, September 30, 1963

Superintendent of Secondary Education

Suggested Essay Topics

The following list of suggested essay topics compiled by the teachers on the Consultative Committee in English for 1962-63 is included for teachers' use. This list is not intended to be comprehensive, but may serve as useful assistance in the assignment of essay topics of various types.

Formal essay

Who should go to college?
Prospects for disarmament
Education for the space age
History — a lesson or merely a record?
The folly of anger
The art of self-delusion
The schools of tomorrow
The car and our way of life
Canada's part in the U.N.
State Medicine — its advantages and/or faults
A good novel deepens one's understanding of human problems
Life itself is an education
"Imagination is a higher form of common sense"
Victims of automation
Pollution — Canada's heritage
Canada's role in a shrinking world
More leisure...for what purpose?
Slander of education in the press
"Life is not a goblet to be drained,
But is a measure to be filled."
Changing tastes in music
Snobbery
Disturbing factors in Far Eastern politics

Informal essay

The trials of a waitress (or some other role of summer employment)
Other people's ambitions for me
Lovable but provoking!
On educating one's parents
Grandfather's (or grandmother's) childhood recollections
Co-education: a mixed blessing
The joys of giving
Turn off that T.V. set before you lose your mind
Looking back on today
The fascination of the difficult
Everyone is a snob about something
A teenager looks at himself
On eating out-of-doors
On being the youngest (or the oldest) in the family
Some people that would never be missed
Seeing without observing
Canadians are physical wrecks!
Quiet moments

Descriptive narrative

Seen from the air (or underwater)
I'm a door-to-door salesman
Our tourist attraction
A trip I'd like to take
The day I borrowed Uncle Roger's car
The portage
A forest drama
The eighteenth hole
An experience I'd like to forget
Rehearsing the play
Reception for a hero
Water sports
My experience on a farm (in industry or commerce)
The charms of an MG (or some other sports car)
Adventure on skis
The bluffer bluffed
Coquette
Style conscious
Winter rambles
Adventures with a microscope
A lovable eccentric
The lure of the north

Editorial or short article (one or more paragraphs)

Speed, the modern killer!
The power of the newspaper
Women in government
Art in public buildings
Our recreational facilities
Ethics in politics
Segregation
Good manners
Can we curb juvenile delinquency through youth clubs?
Why don't more people vote?
Building our new school(s)
What should we do about Quebec?
Ambulances — a civic responsibility
Should we have compulsory health insurance?
Vandalism — the growing menace
Our vanishing wild-life
The right to strike
Urban renewal — a public responsibility?
Fads in fashion
Vanishing freedoms
Shrugging off our responsibilities
The changing cultural scene in Canada

Literary essay (the longer essay of 2000 words or more)

The enigma of Hamlet
"Dotage encroaching upon wisdom" — a study of Polonius
Cleopatra as presented by Shaw and Shakespeare
Caesar contrasted (with reference to Shaw and Shakespeare)
Satire and irony in *Caesar and Cleopatra*
Hamlet — a greater tragic figure than Macbeth?
Steinbeck (or some other writer) as a social commentator
A comparison of two playwrights (based on three plays of each)
A living Canadian novelist (or poet)
Modern drama — reflection or distortion?
A book and the motion picture based on it
The magic of words
The conflict of like and unlike in *Wuthering Heights*
Parallelism and contrast in *Wuthering Heights*
A review of a recent Canadian novel (or other novel)
Shaw — social reformer (with reference to any three plays)
Pratt's imagery

Short story

Special delivery
The late-comer
The night the moon went out
Len's Cove
Fate takes a hand
Voice in the fog
Northern adventure
Big catch
High hopes
Two and two
Summer pirate
Distance lends enchantment
Lightning never strikes twice
A story of human courage
Lost
A strange gathering
The final door
The face in the mirror
A problem of size
Outwitting a rascal

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MEMORANDUM TO Directors and Superintendents
Principals of Secondary Schools
Secretaries of Secondary School Boards
Principals of Inspected Private Schools

RE Prizes awarded by the Canadian Mathematical Congress

The Canadian Mathematical Congress has recently named the winners of mathematical prizes which it awards on the basis of the marks obtained on the Grade 13 Departmental examination in Problems, 1963. Cheques are being forwarded by the Secretary of the Canadian Mathematical Congress to all those successful in winning an award.

Provincial Winners - $50 each

($50 additional for District Winners below)

1. Jim D. Gillespie	Earl Haig C.I., North York	69 marks
2. Charles Rebick	Forest Hill C.I., Toronto	68 "
3. Peter A. Handley	North Toronto C.I., Toronto	66 "
4. J. David Anglin	Earl Haig C.I., North York	62 "

District Winners - $50 each

1. Essex County	S. Fazle Hasnain	Walkerville C.I., Windsor
2. Elgin, Kent, Lambton, Norfolk	No award	
3. Middlesex, Oxford	J. Ross Lemon	Sir Adam Beck C.I., London
4. Bruce, Grey, Huron, Perth, Wellington	Timothy D. Ritchie) tie M. C. Gisela Dorrance)	Stratford Central S.S. Seaforth D.H.S.
5. Brant, Haldimand, Waterloo	Lee L. Keener	Waterloo C.I.
6. Lincoln, Welland	John W. Moore	Ridley College, St. Catharines
7. Wentworth	No award	
8. Dufferin, Halton, Peel, Simcoe	Wayne A. Patterson	T. L. Kennedy S.S., Cooksville
9. Toronto City, west of Yonge Street	Robert D. Tennent	University of Toronto Schools
10. Toronto City, east of Yonge Street	Peter A. Handley	North Toronto C.I., Toronto
11. Etobicoke, Mimico, New Toronto, Weston, York Twp.	Gilbert A. Hurwitz	Vaughan Road C.I., York Twp.
12. East York, Forest Hill, Leaside, North York	Jim D. Gillespie	Earl Haig C.I., North York
13. York County, including Scarborough but excluding other municipalities of Metropolitan Toronto	R. Jock MacKay	David & Mary Thompson C.I., Scar.
14. Cochrane, Nipissing, Parry Sound, Sudbury, Temiskaming	J. Randolph Lewis	Timmins H.S.

(Over)

15. Algoma, Kenora, Manitoulin, Rainy River, Thunder Bay	Richard L. Ferch	Fort William C.I.
16. Haliburton, Muskoka, Northumberland and Durham, Ontario, Peterborough, Victoria	Theodore A. Bednarek) tie Richard L. Evans)	Oshawa Central C.I. Trinity College School, Pt. Hope
17. Frontenac, Hastings, Lennox and Addington, Prince Edward, Renfrew	Russell G. Garrett	Pembroke C.I.
18. Carleton	Denis A. Hill	St. Patrick's Coll. Sch., Ottawa
19. Lanark, Leeds and Grenville, Prescott and Russell, Stormont, Dundas and Glengarry	No award	

The Minister wishes to express to all the prize-winners his personal congratulations and those of the officials of the Department of Education on their splendid achievement in this special field of mathematical problems.

The Canadian Mathematical Congress will again offer a number of cash prizes to Grade 13 students of Mathematics across the province who show promise of outstanding mathematical ability as indicated by their work in the Departmental Grade 13 Problems paper to be written in June 1964. The conditions are listed below:

1. The competition is open to all bona fide day-time students who have been in regular attendance in the public or private secondary schools of Ontario during the school year 1963-64.

2. The areas, of roughly equal population, into which the province is divided for purposes of this competition in 1964 are shown above in the list of winners for 1963. A prize of $50 is offered for competition among the pupils attending the secondary schools in each of these nineteen geographical areas. In addition, four prizes of $50 each will be awarded on a province-wide basis. One of these may be held by a candidate whether or not he has obtained an area award.

3. The winners will be selected on the basis of their marks on the Problems paper for 1964. In general, a prize will be awarded to the candidate who stands highest among those writing from the public or private secondary schools located within a particular area. However, the Awards Committee acting for the Canadian Mathematical Congress will have final authority. In their sole discretion they may withhold the award in an area where no candidate has obtained a reasonably high mark and may transfer it to an especially deserving candidate from another area.

4. No special application is necessary. All pupils writing the Problems paper will automatically be considered candidates for the various prizes.

A. L. Lakie
for S. D. Rendall
Superintendent of Secondary Education.

TORONTO, October 11, 1963.

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DEPARTMENT OF EDUCATION

MEMORANDUM TO: PRINCIPALS OF SECONDARY SCHOOLS

RE: ENROLMENT OF PUPILS IN VOCATIONAL COURSES

Enclosed is the Department of Labour Form DBS-7006 on which the Government of Canada requests a report on all pupils taking vocational courses.

This form shall be submitted by principals of schools offering one or more vocational courses, which are administered by an Advisory Vocational Committee, even though approval has not been given for a building project under the Technical and Vocational Training Agreement. This will include pupils enrolled in vocational courses as covered in Note 2 of Memorandum 1962-63:1.

Two copies of the form shall be submitted to the Superintendent of Secondary Education, Parliament Buildings, Toronto.

Attention is drawn to the information "how to complete this form," which is printed on one side of the form.

Please note that pupils enrolled in the Diversified Occupational Programme are to be entered as enrolled in 'Terminal Courses' in the column headed "Exploratory".

Pupils who are enrolled in a Two-Year Technical Programme and Grades 9 and 10 of the Four-Year Science, Technology and Trades Programme are to be entered under "Exploratory," Grades 9 and 10.

Enter pupils enrolled in the Five-Year Science, Technology, and Trades Programme or the Five-Year Business and Commerce Programme under "Others" and specify each group.

As the Department of Labour is very anxious to obtain this information, it would be appreciated if you would return the completed forms to this office within a few days of their receipt.

In schools where no pupils are enrolled in vocational courses, the principal is asked to return the forms with the designation "not applicable".

S. D. Rendall

S. D. Rendall,
Superintendent of Secondary Education.

TORONTO, October 9, 1963.

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MEMORANDUM TO DIRECTORS AND SUPERINTENDENTS
PRINCIPALS OF SECONDARY SCHOOLS
SECRETARIES OF SECONDARY SCHOOL BOARDS
PRINCIPALS OF INSPECTED PRIVATE SCHOOLS

RE 1. History in Grades 9, 10, and 13
2. Secondary School Broadcasts
3. "The Professional Forester"

1. History in Grades 9, 10, and 13

Principals are asked to bring this memorandum to the attention of the teachers of History.

(a) Grade 13 - The following paragraph is taken from Curriculum S.9, 1962, History, Senior Division:

> "It is suggested that Part One be treated extensively. It will form the basis of introductory lessons with reading assignments and discussions."

In elaboration of this statement, it should be noted that the Grade 13 examination will be based on a study of all topics in the course of study and of recent events of historical significance.

(b) Grades 9 and 10 - The following statements from pages 78 and 79, Curriculum 1:7 and 1:9, 1962, are important as guides to the teachers when they prepare the detail and arrange the courses of study for use in a particular school.

> "It should be emphasized that although History is a compulsory subject in all branches of the Reorganized Programme, teachers should develop the courses in Grades 9 and 10 according to the needs and interests of pupils in the several programmes. Such diversity of approach will not preclude the transfer of pupils to another branch or programme on the completion of the Grade 9 course."

> "A teacher whose classroom experience has taught him to vary the presentation of his courses according to the abilities and interests of his students, will find it desirable to set examinations which take these differences into account."

2. Secondary School Broadcasts

The Ontario Department of Education, in cooperation with the Canadian Broadcasting Corporation, is presenting radio broadcasts of interest to students in secondary schools on Tuesdays, commencing October 1. A number of copies of the manual outlining times, dates, and titles of the various series has been forwarded to your office for the use of the teachers of your school. You are requested to draw these programmes to the attention of your staff if you have not already done so.

As in former years, the radio broadcasts are of an enrichment nature designed to make valuable contributions to the teaching programme in the schools of our province. It is sincerely hoped that teachers will choose and use only the programmes that suit the grades and age levels of their particular classes.

(Over)

Three copies of the manual entitled "Calling Young Canada" have also been mailed to you. This additional publication outlines the national radio broadcasts presented on Fridays, beginning October 4 and educational television programmes on Tuesdays and Thursdays, commencing October 1. These series of programmes have been planned and presented by the Canadian Broadcasting Corporation upon the recommendation of the National Advisory Council on School Broadcasting. The present Chairman of this Council is Dr. F. S. Rivers, our Chief Director.

In some areas of Ontario, school broadcasts are not carried by the local stations. As a result, a number of schools experience considerable difficulty in getting good classroom reception from stations located elsewhere. If your school experiences this problem and if concrete evidence can be provided to indicate that the broadcasts have been used in the past and will be used now, you are asked to forward this information to the Audio-Visual Education Branch, 559 Jarvis Street, Toronto. It will then be passed on to the School Broadcasts Department of the Canadian Broadcasting Corporation for action by the Station Relations Department.

3. "The Professional Forester"

A copy of the above-named pamphlet has been sent to each principal. Additional copies for the use of guidance teachers may be obtained from Mr. C. J. R. Wilde, R.P.F., Secretary-Treasurer, Ontario Professional Foresters Association, Box 267, Newmarket, Ontario, at no charge. The Association is also prepared to provide individual schools with the names of professional foresters in their areas should it be desirable to include a forester on their guidance day programmes.

SD Rendall

for S. D. Rendall
Superintendent of Secondary Education.

TORONTO, October 24, 1963.

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MEMORANDUM TO DIRECTORS AND SUPERINTENDENTS
PRINCIPALS OF SECONDARY SCHOOLS
SECRETARIES OF SECONDARY SCHOOL BOARDS
PRINCIPALS OF INSPECTED PRIVATE SCHOOLS

RE 1. Grade 12 Algebra Test (CATO) May 8
2. Emphasis upon Safety Precautions in Schools
3. Distribution of Curriculum S.12A, Mathematics, Grade 11, Five-Year Programme
4. Correction - Memorandum re Principals' Course

1. Grade 12 Algebra Test (CATO) May 8

There will be a one-hour, multiple-choice test in Grade 12 Algebra on May 8, 1964, at 9.00 a.m. The test will be written by all pupils of the General Course who take the subject.

The following topics listed in Curriculum S.12 (1961), pages 15 - 18, will be tested and are to be covered by May 8:

Sections 1, 2, 3, 4, 5, 6, 8, 9, 10, and that part of section 7 which deals with linear-quadratic systems, their graphs and problems leading to such a system. This includes paragraph 1 and parts of paragraphs 3 and 4 modified as follows:

"Solution of a system of two equations, of which one is linear and one is quadratic";

"Graphical solution of a pair of equations in two unknowns, one of which is linear and one quadratic, particularly the circle";

"Problems leading to a linear-quadratic system of equations."

Principals and teachers are reminded that sections 11, 12, and the remainder of section 7 are integral parts of the Grade 12 course and must be covered. Since in most schools these sections are likely to be taken late in the school year, they will not be included in the test on May 8.

For those schools using the text book "A New Algebra for High Schools" by Crawford et al, the following order of chapters is suggested for this year to ensure coverage of the topics prescribed:

Fall Term:	Chapters I to VIII
Winter Term:	Chapters IX, X, XII, XIII, XIV
Spring Term up to May 8:	Complete Chapter XIV, Chapter XI to page 256

Schools which teach Indices and Logarithms in the fall term will, of course, follow a somewhat different schedule. The topic of Variation should not be placed at the end of the course, not only because it is a part of the May 8 test, but also because of its applications to Grade 12 Chemistry.

Since teachers have likely conducted an extensive review prior to the Easter Examinations, an unduly extensive review at this time should not be required; a few periods should be sufficient. Practice examples of multiple-choice items might be used on class period tests. Excessive use of this type of item on formal examinations should be avoided.

(Over)

2. Emphasis upon Safety Precautions in Schools

Four deaths of Ontario school children in traffic accidents have occured in recent months. In all cases the victim was walking or cycling and, with greater care on his part, the tragedy might have been averted. In many instances such as these the driver of the vehicle is not found at fault. The principal of each school should arrange in some way to emphasize safety precautions to its pupils repeatedly. This matter is recommended for consideration, possibly at a staff meeting, in order that existing hazards may be eliminated and that pupils may be made conscious of the traffic perils constantly besetting them.

3. Distribution of Curriculum S.12A, Mathematics, Grade 11, Five-Year Programme

The course of study contained in this publication is to be introduced in September, 1964, and will replace the course in Mathematics for Grade 11 printed in Curriculum S.12 (1961).

Copies have been sent to the schools. The principal is asked to distribute them to the teachers of mathematics.

4. Correction - Memorandum re Principals' Course

Memorandum 1963-64:9, The Secondary School Principals' Course, page 3, line 4, reads as follows:

"The candidates who complete the fourth course ...."

You are asked to correct an error in this clause so that it will read "fifth course" instead of "fourth course".

Gamble

for S. D. Rendall
Superintendent of Secondary Education.

TORONTO, November 1, 1963.

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ONTARIO

DEPARTMENT OF EDUCATION

MEMORANDUM TO: Directors and Superintendents
Elementary School Inspectors
Secretaries of Elementary School Boards
Secretaries of Secondary School Boards

Re: Municipal Works Assistance Programme

The enclosed pamphlet about loans that may be made under the Municipal Works Assistance Programme has been prepared by the Department of Municipal Affairs.

It appears that separate school boards and public school boards in territory without municipal organization may participate in this programme directly, and that any other board that may be interested should get in touch with its municipal council that has authority to issue debentures for its projects.

School board secretaries are asked to bring the general information contained in this pamphlet to the attention of their boards of trustees. Further information regarding the programme, and additional copies of this pamphlet, may be obtained from the Municipal Subsidies Branch, Department of Municipal Affairs, 801 Bay Street, Toronto 5.

F. S. Rivers

Chief Director of Education.

TORONTO 2, November 8, 1963.

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DEPARTMENT OF EDUCATION

MEMORANDUM TO DIRECTORS AND SUPERINTENDENTS
PRINCIPALS OF SECONDARY SCHOOLS
SECRETARIES OF SECONDARY SCHOOL BOARDS
PRINCIPALS OF INSPECTED PRIVATE SCHOOLS

RE (1) Hospital Service Aid Instruction (Occupational Programme)
(2) Cooperative Course for Nursing Assistants (Four-Year Programme)
(3) Admission to Professional Courses of Training in Nursing (Five-Year Programme)

1. Hospital Service Aid Instruction (Occupational Programme)

(a) With the approval of the district or municipal secondary school inspector, a school board may provide instruction in the giving of services, such as those of ward aides in hospitals, for pupils who are transferred from Grade 8 to a secondary school and who choose the course. This worker is usually under the housekeeping or dietary department of the hospital and would not be involved in the nursing care of patients.

(b) The teacher in charge of this instruction should be qualified for occupational classes but need not be qualified as a nurse.

(c) It is desirable that, if suitable arrangements can be made, pupils gain local practical experience in this type of work in hospitals.

(d) The time devoted to hospital service aids and other practical occupational subjects should be approximately 50% of that given to all subjects (H.S. 1, 1963, Part A, page 36), and may include both classroom and practical work.

(e) Where pupils receive any form of occupational instruction in a place other than the regular school building, the local school board should make provision for their coverage by adequate insurance.

(f) Instruction in home care of the sick may be given in the Occupational Programme (Curriculum RP-35, page 37) in conjunction with the instruction in hospital service aids or separate from it provided that the instruction in home care of the sick does not include practice in the nursing care of patients in hospitals.

(g) A Certificate of Training will be issued to pupils who have completed courses in the Occupational Programme.

2. Cooperative Course for Nursing Assistants (Four-Year Programme)

(a) With the approval of (i) the Department of Education and (ii) the College of Nurses of Ontario a school board may offer a two-year course of instruction through Grades 11 and 12 of the Four-Year Programme in the Science, Technology, and Trades Branch leading to a Secondary School Graduation Diploma (Home Economics - Nursing Assistant) and to standing for admission to examinations conducted by the College of Nurses of Ontario for the Registered (formerly Certified) Nursing Assistant Diploma.

(Over)

(b) Pupils enrolled in this course must have secured full standing for admission to Grade 11 in either a Four-Year Programme or a Five-Year Programme.

(c) The course includes academic subjects, English, History, Economics, Physical Education, Home Economics, Physics and Chemistry, Mathematics, amounting to approximately 50% of the time. The nursing studies, together with practical work in nursing on several half-days per week in a hospital, occupy the remaining 50% of the time.

(d) The teacher of nursing subjects must (i) be a registered nurse and hold either the degree of Bachelor of Science in Nursing or another acceptable university degree, (ii) hold either an Interim Vocational Certificate, Type B, or an Interim High School Assistant's Certificate, Type B, obtained following appointment, if not already held, subject to the provisions of Memorandum 43 and Circular 623 of the current year. An Interim Vocational Certificate, Type B, in nursing subjects may be acquired after one regular session or two summer courses at the Ontario College of Education. An Interim Vocational Certificate, Type A, may be obtained after one summer session if the teacher holds the Interim Vocational Certificate, Type B, in nursing subjects.

(e) The principal of the secondary school is the administrative head of the course. Where a school board is interested in providing this instruction it is recommended that the principal, a representative of the school board, and the superintendent of a nearby hospital discuss the operation of the course with the Superintendent of Secondary Education at the Department. A hospital participating in this course must be large enough to provide part-time instruction and experience for a small class of students at one time.

(f) Five Ontario secondary schools have established Cooperative Courses for Nursing Assistants. Additional schools in selected areas will be encouraged to establish the courses where enrolment is sufficient for continuing classes and where the enrolment in similar courses in neighbouring secondary schools or hospital courses will not be jeopardized. Before final approval for such a course is given, the board must indicate that a qualified teacher or a person willing and eligible to qualify is under contract.

3. Admission to Professional Courses of Training in Nursing (Five-Year Programme)

According to The Nurses' Act, 1961-62, as quoted by the College of Nurses of Ontario, after October 1, 1965 (Ref: Memorandum 1961-62:9), applicants for admission to professional courses of training in nursing will be required to hold a Secondary School Graduation Diploma obtained upon the successful completion of four years of a Five-Year Programme in one of the three main branches of secondary school studies.

W. R. Stewart

W. R. Stewart
Deputy Minister of Education.

TORONTO, November 18, 1963.

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MEMORANDUM TO SECONDARY SCHOOL PRINCIPALS
PRINCIPALS OF INSPECTED PRIVATE SCHOOLS

Re Comments on Grade 13 Examinations, 1963

1. Copies of comments prepared by the members of the Committee in charge of marking the 1963 Grade 13 examination papers are being sent to principals.

2. Principals are asked to hand the copies to the Grade 13 teachers concerned. Complaints are still received at the Department to the effect that some Grade 13 teachers do not see these Comments.

3. The Comments have been arranged in sets as follows:

Set No. 1 - History
Set No. 2 - Algebra
Set No. 3 - Geometry
Set No. 4 - Trigonometry and Statics
Set No. 5 - Biology
Set No. 6 - Physics
Set No. 7 - Chemistry
Set No. 8 - Latin and Greek
Set No. 9 - French
Set No. 10 - German
Set No. 11 - Français
Set No. 12 - Geography
Set No. 13 - Spanish Composition
Set No. 14 - Problems
Set No. 15 - Italian

4. No additional copies of the Comments are available for distribution.

5. Teachers are reminded that the exact type of question or evaluation may not be used again. Marking schemes vary from year to year according to the character of the questions. This material is not intended as a teaching guide but as information which may be useful, in a general way, to teachers.

6. Circular S.4C

The comments on English Composition and English Literature are contained in Circular S.4C, which has been sent to the schools.

Since this Circular contains material of interest to all teachers of Grades 11, 12, and 13 English, one copy should be given to each teacher of these classes and the remaining copies, if any, distributed to teachers of Grade 13 classes.

The supply of Circular S.4C is limited. It is not a handbook for pupils. Consequently, teachers are asked to refrain from asking for additional copies.

W. R. Stewart

Deputy Minister of Education

TORONTO, November 14, 1963

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MEMORANDUM TO DIRECTORS AND SUPERINTENDENTS
PRINCIPALS OF SECONDARY SCHOOLS
SECRETARIES OF SECONDARY SCHOOL BOARDS
PRINCIPALS OF INSPECTED PRIVATE SCHOOLS

RE 1. Revision in Summer Training Courses for Technical and Occupational Teachers
2. Provision for the Interim Occupational Certificate, Type A
3. Provision for Technical Teachers with degrees to obtain Specialist Standing

1. Revision in Summer Training Courses for Technical and Occupational Teachers

Commencing in 1964, candidates admitted to the Ontario College of Education for emergency courses of training to teach the technical subjects (including those of the nursing assistant course) in the Science, Technology, and Trades Branch or the practical subjects in the Occupational Programme, will be permitted to obtain the Interim Vocational Certificate, Type B, or the Interim Occupational Certificate, Type B (Practical Subjects), respectively, in two summers.

The three summer sessions, each of five weeks, hitherto required, will be changed to two summer sessions by lengthening the hours of lectures and lengthening the course without any lessening of the total lecture hours and course content.

Candidates who commenced training previous to the summer of 1963 will finish training under the former plan. Arrangements will be made for those who attended the first course successfully in the summer of 1963 to complete their requirements for a certificate in 1964.

2. Provision for the Interim Occupational Certificate, Type A

(a) Where a teacher holds a Permanent High School Assistant's Certificate and a Specialist Certificate in Auxiliary Education with the secondary school option and has had at least two years of successful teaching experience in the Occupational Programme, he shall be granted an Interim Occupational Certificate, Type A (General Subjects).

(b) Where a teacher holds a Permanent Occupational Certificate (Practical Subjects), has obtained Grade 13 standing as required for the Vocational Specialist's Certificate (Ref: Memorandum 1962-63:23, Section 6) and has completed successfully the two five-week summer sessions leading to the Interim Occupational Certificate, Type A (Practical Subjects), he shall be granted an Interim Occupational Certificate, Type A (Practical Subjects).

NOTE: If the teacher in section 2 (b) above also holds an acceptable university degree, his training for the Specialist's Certificate may be shortened as indicated in section 3 below for technical teachers.

3. Provision for Technical Teachers with degrees to obtain Specialist Standing

Technical teachers who hold the Interim Vocational Certificate, Type B, and who have obtained acceptable university degrees (e.g. engineering and nursing degrees), may obtain the Interim Vocational Specialist's Certificate, Type A, if their experience has been successful, by attendance at one summer session whether or not they hold a Permanent Vocational Certificate. It should be understood that no change has been made in the requirement for technical teachers who do not hold acceptable university degrees to obtain the necessary Grade 13 credits and the permanent certificate before attending the sequence of two summer courses for the Interim Vocational Certificate, Type A.

W. R. Stewart
W. R. Stewart
Deputy Minister of Education.

TORONTO, November 18, 1963.

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DEPARTMENT OF EDUCATION

Memorandum to Directors and Superintendents
Principals of Secondary Schools
Principals of Inspected Private Schools
Secretaries of Secondary School Boards

Re: 1. Date of Province-wide Experimental Single Paper in Grade 13 English.

2. Further Information regarding the Province-wide Experiment in the Assignment of a Writing Mark in Grade 13 English, 1963-1964.

Reference Memorandum 1963-64:14

The Principal is asked to bring this memorandum to the immediate attention of all Grade 13 teachers of English.

1. Date of Province-wide Experimental Single Paper in Grade 13 English.

This 3-hour paper, referred to in Memorandum 1963-64:14, is to be written on Tuesday morning, March 10, 1964.

2. Province-wide Experiment in the Assignment of a Writing Mark in Grade 13 English

The co-operation of Grade 13 teachers of English is enlisted in this very important part of the experimental programme which is being undertaken this year in English. The programme is being set up in order that a number of essays written by the students during the year, in addition to the single essay written in June, may be studied by a committee and comparisons or correlations made between the results achieved under examination conditions in June, and the standards achieved on several essays written at various times, and under varying conditions, during the year.

If Ontario is to maintain good standards in English, continue to emphasize a good writing programme, and at the same time find the best possible method of assessing a student's ability in English composition at the Grade 13 level, careful studies, such as the one outlined in this memorandum, are necessary. Any significant conclusions reached will be reported.

The co-operation of the Ontario Secondary School Teachers' Federation and the Executive of the Ontario Headmasters' Association in arrangements for this experimental programme is very much appreciated.

(a) All Grade 13 teachers of English will be asked to submit to the Department of Education a composition (writing) mark (out of 100) for each pupil, based on any six essays, of at least four types, written by the pupil during the year.

(over)

(b) Sometime before the end of May, the teachers will be asked also to submit to the Department any four of the six essays upon which the mark has been based. While the longer literary essay should be considered in the essays upon which the mark is based, it is not to be included in the four sent to the Department.

The teacher should submit the four essays which, in his opinion, best represent the pupil's writing ability.

(c) Two of the essays used as the basis for the mark and submitted to the Department shall be written at school under a time limit, either as a part of the school's regular term examinations or during class periods.

These two essays are to be labelled clearly; e.g., "Easter examination", showing date; or "Written under time limit", showing date.

(d) Details regarding the procedure to be followed by the schools in submitting marks and essays will be announced later. It is expected that the schools will be provided with lists showing the names of the pupils as they will appear on the Tally Lists for the Grade 13 examinations.

In the meantime, arrangements should be made to have each essay written bear the pupil's name and school, the date (month) in which it is written, and a mark out of 100, in order that the mechanics of choice and submission in May will cause teachers the least possible trouble at that time.

Teachers of English who have been consulted with respect to some of the possible problems connected with the submission of essays to the Department have made the following suggestions:

(a) If, on regular examinations, it is customary to have essays written in examination books rather than on separate sheets of foolscap, students may be asked to write the essay part of their next examination on separate sheets, or the essay pages may be neatly cut out of the examination book after it is handed back to the student.

(b) During the discussion of marked essays, the students may be asked to make their corrections on a separate page rather than on the marked essay pages. It is understood, however, that the teacher will make the usual notations and comments in the marking of essays, and that the essays submitted will include these.

Teachers should feel free to make arrangements which will assist them to organize material for submission without added work at the end of the year.

S. D. Rendall /B.R.M.

Superintendent for Secondary Education.

TORONTO, December 4, 1963

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DEPARTMENT OF EDUCATION

MEMORANDUM TO DIRECTORS AND SUPERINTENDENTS
PRINCIPALS OF SECONDARY SCHOOLS
SECRETARIES OF SECONDARY SCHOOL BOARDS
PRINCIPALS OF INSPECTED PRIVATE SCHOOLS

RE
1. Grade 10 Mathematics, Five-Year Programme
2. Grade 11 Mathematics, Five-Year Programme
3. Grade 10 Science, Five-Year Programme of the Science, Technology, and Trades Branch
4. Grade 12 Chemistry, Five-Year Programme
5. Grade 13 Biology
6. Possibility of a Type A Seminar in Agriculture, 1964

1. Grade 10 Mathematics, Five-Year Programme

Curriculum RP-12, issued in 1962, allowed New Approach Mathematics on an optional basis in Grade 9 (see paragraph 3 at the top of page 2), and two text-books which featured this New Approach were placed on the approved list of text-books in Circular 14.

Your attention is directed to the fact that the Department has recently approved an extension of this optional feature to Grade 10 Mathematics of the Five-Year Programme, effective in September of 1964. Special individual permission will therefore be no longer necessary, and it is expected that text-books featuring this New Approach will be added to the approved list for 1964.

2. Grade 11 Mathematics, Five-Year Programme

Early in November copies of Curriculum S12A, Mathematics Grade 11, Five-Year Programme, All Branches, were sent to the schools (Ref: Memorandum 1963-64:18, Section 3). Attention of principals and teachers of Mathematics is drawn to Section 1, page 1, of this publication, which requires that all pupils of Grade 11 in the Five-Year Programme must follow this course commencing September 1964.

3. Grade 10 Science, Five-Year Programme of the Science, Technology, and Trades Branch

Pages 3 to 10 of Curriculum RP-17 (Science for the Four and Five-Year Programmes, All Branches) provides an outline in Grade 10 Science for the Science, Technology, and Trades Branch that is different from that provided in Curriculum I:1(e) (Intermediate Division Science) for the Five-Year Programme of the other two Branches.

This creates certain problems in integrating the Science of the three Branches in this grade and in succeeding grades. As a result of this difficulty the Department has recently approved the use of the outline on pages 51 to 60 of Curriculum I:1(e) for all three Branches, commencing in September, 1964.

(Over)

Your attention is therefore directed to the fact that pages 3 to 10 of Curriculum RP-17 are no longer applicable and will be deleted in the first reprinting of Curriculum RP-17. Copies of this bulletin now in the schools should be revised accordingly.

4. Grade 12 Chemistry, Five-Year Programme

The notes on page 11 of Curriculum RP-17 (Science) indicate that a new course in Grade 12 Chemistry was planned for introduction in September of 1964. This Committee was established in 1962 as indicated, but it will be impossible to have the course released for teacher study and preparation of text-books in time for introduction in September of 1964. Curriculum S.17 (Science and Agricultural Science, 1960) will, therefore, remain as the outline in Grade 12 Chemistry for 1964-65 and until further notice.

Note 4 on page 11 should, therefore, be deleted from all copies of Curriculum RP-17 (Science) in the schools.

5. Grade 13 Biology

A new course in Grade 13 Biology has been approved and will be distributed to the schools shortly.

Distribution at this time is for information and as a study-guide for teachers. It is to be noted that this course will not become effective until September of 1965, and at that date only if satisfactory text-books are available.

6. Possibility of a Type A Seminar in Agriculture, 1964

A Type A Seminar leading to the High School Specialist's Certificate in Agriculture will be offered for qualified candidates at Guelph in the summer of 1964 if sufficient applications are received before December 20, 1963. If the seminar is offered, eligible extramural candidates will not be permitted to write the specialist's examinations in May. Interested teachers should make a tentative application at once to Dr. S. D. Rendall, Superintendent of Secondary Education, Parliament Buildings, Toronto.

W. R. Stewart

W. R. Stewart
Deputy Minister of Education.

TORONTO, December 6, 1963.

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MEMORANDUM TO: Elementary School Inspectors
Secondary School Principals
Directors and Superintendents

RE: DEPARTMENTAL SUMMER COURSES, 1964

1. Inspectors and Principals are asked to bring this information to the attention of the teachers.

2. If the number of duly qualified teachers who apply for admission is sufficient, it is expected that the following courses will be offered from July 6 to August 7, inclusive.

Art: Elementary, Intermediate, Supervisor's, Specialist: at Toronto
Elementary, Intermediate Part I: at Peterborough
Audio-Visual Methods: at Hamilton, Sudbury, Toronto and Windsor
Auxiliary Education: Elementary, Intermediate, Specialist: at Toronto
Elementary: at Fort William and Ottawa
Elementary School Teacher-Librarians, Parts I and II: at Toronto
Grade 13 Subjects: at Ottawa and Toronto
Guidance: Elementary, Intermediate, Specialist: at Toronto
Elementary: at Morrisburg, St. Catharines and Sault Ste. Marie
Industrial Arts: Elementary, Parts I and II, and Supervisor's, Parts I and II: at Toronto
Intermediate Education (Grades 7 and 8): at Owen Sound
Intermediate Division Mathematics (Grades 7 and 8): at Toronto
Junior Education: at Cornwall, Timmins and Toronto
Music: Vocal (for Elementary Schools) Elementary Type B, Intermediate Type B, Supervisor's: at Toronto
Vocal (for Secondary Schools) Intermediate Type A, Specialist: at Toronto
Instrumental: Elementary, Intermediate, Specialist: at Toronto
Physical and Health Education:
Type B, Combined courses for men and women, Elementary, Intermediate Parts I and II, Supervisor's (Units 1, 2, 3 and 4): at Hamilton
Elementary, Intermediate Parts I and II (Units 1, 2 and 3): at Guelph
Elementary, Intermediate Part I (Units 1 - 2 only): at Toronto and Kingston
N.B. - Intermediate Part II may be taken at Toronto or Kingston if Unit 3 has been taken previously.
Primary Education Supervisor's: at Toronto
Primary Methods: Parts I and II: at Hamilton, London, Ottawa and Toronto
Part II: at Fort Frances and Glen Orchard (Port Carling area)
Secondary School Principals, Parts I and II: at London
Teaching English as a Second Language: at Toronto
The Teaching of French to English-speaking Pupils in Elementary Schools: at Ottawa

(over)

Short Courses

Art Refresher: at Toronto
Intermediate Division Mathematics (Grades 9 and 10): at Toronto
Grade 11 Mathematics Refresher: at Waterloo
Music Refresher: at Toronto

3. Fees

(a) The fee for each five-week Departmental Summer Course will be $35. The fee for a course lasting three weeks is $21; for a two-week course it is $14; and for a one-week refresher course it is $7. The fee for the combined Vocal and Instrumental Music Course will be $50. The fee for the Secondary School Principals' Course will be $50.

(b) A late fee of $15.00 will be charged on each application delivered personally to the Department of Education after May 29 or mailed to the Department in an envelope bearing a postmark after May 29.

4. Fee to Accompany Application

A money order or certified cheque for the required fee, payable to the Treasurer of Ontario, must accompany each application.

5. Copies of the General Announcement of Summer Courses and copies of the application form will be mailed to all schools about the end of March.

6. Prospective applicants are asked to refrain from making routine inquiries about the courses until they have received and studied the General Announcement.

7. The co-operation of Inspectors and Principals is requested in bringing to the attention of teachers the revised list of fees. It should be noted that the late fee in 1964 will be $15. (See 3(b) above). No assurance can be given that applications received after May 29 will be considered.

H. E. Elborn
Deputy Minister.

February 7, 1964.

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JAN 24 1964
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MEMORANDUM FOR SECONDARY SCHOOL PRINCIPALS

RE: COMMITTEES OF SELECTION, PROVINCIAL TEACHERS' COLLEGES

The Minister of Education announces that a Committee of Selection will be established at each Provincial Teachers' College early in 1964. The principal of the Teachers' College will act as chairman of the Committee, and the members will be drawn from the staff of masters of the Teachers' College, inspectors of elementary schools, and members of the Ontario Teachers' Federation. Each applicant for admission to the Teachers' College will be interviewed by a representative or representatives of this Committee.

Members of the Committee will in due course visit the Secondary Schools, where they will interview prospective applicants for admission to Teachers' Colleges. Arrangements for the date of these visits will be made by the principals of the Teachers' Colleges and Secondary Schools concerned. At the time of these visits, opportunities for individual interviews will also be given to mature persons in the community who hold the academic qualifications for admission to Teachers' College, and are interested in entering the teaching profession.

Each Secondary School principal is requested to inform the principal of the Teachers' College in his district on or before February 1, 1964, of the names of students in his school who are interested in entering Teachers' College in September, 1964, and who may have the necessary qualifications for admission at that time. It will be appreciated if you will divide the list of names into two parts, (i) possible applicants for the One-year Course, for which standing in eight Grade 13 papers, including English Literature and English Composition, is the general academic requirement for admission, and (ii) possible applicants for the Two-year Course for which, in September, 1964, the Secondary School Graduation Diploma of the General Course with four options and with an average of 60 per cent will be the academic admission requirement. Secondary Schools preparing students for admission to the Sudbury and the University of Ottawa Teachers' Colleges will be familiar with the courses at those institutions. A mutually convenient date will later be arranged for the visit of a representative or representatives from the Committee of Selection. Should a Secondary School principal have no names to report, he should advise the Teachers' College principal of that fact by February 1.

The helpful co-operation of Secondary School principals in this work in past years has been much appreciated by the Committees of Selection.

H. E. Elborn

Deputy Minister of Education.

Toronto 12, January 10, 1964.

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JAN 3 1964

ONTARIO

DEPARTMENT OF EDUCATION

Memorandum to Directors of Education
Superintendents of Secondary Schools
Principals of Secondary Schools
Secretaries of Secondary School Boards
Principals of Inspected Private Schools

Re: Part-time Teaching of Students of the Correspondence Courses Division

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Principals of the Secondary Schools in all parts of Ontario are requested to bring to the attention of their teachers the opportunity of instructing the students of the Correspondence Courses Division through the correction and evaluation of their lessons. Correspondence Course lessons in Grades 9 to 13 are marked by teachers who have shown outstanding ability in the organization of their work, and the presentation of it in the classroom. Instruction of students by the Correspondence method is in some ways even more rewarding than classroom teaching. Not only is a thorough knowledge of the subject required but also an understanding of the difficulties which the student may encounter and may not be able to express as clearly as he could orally in the classroom.

Secondary School Principals are asked to advise members of their staff who are interested in doing part-time teaching for the Correspondence Courses Division to make application to Mr. Frank Hogg, Director, Correspondence Courses Division, 559 Jarvis Street, Toronto.

Applicants should state the subjects and grades which they prefer, mentioning only those subjects which they are teaching currently in the classroom. Teachers of English, Mathematics and Science are needed especially.

All persons applying will not necessarily be appointed. Their names, however, will be placed on a list from which teachers will be selected as they are required. The need for staff is greatest during February, March and April when the number of lessons handled is at its maximum for the school year. Payment to those appointed will be made on a per-lesson basis.

F. S. Rivers

Chief Director

Toronto 2, Ontario,
December 10, 1963.

JAN 17 1964

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DEPARTMENT OF EDUCATION

Memorandum to Directors and Superintendents
District Inspectors
Elementary School Inspectors
Principals of Secondary Schools
Secretaries of Secondary School Boards
Principals of Inspected Private Schools

Re School Broadcasts in French beginning February 4, 1964

The Principal is asked to bring this memorandum to the attention of all teachers of French in the school.

1. This year the Ontario Department of Education in co-operation with the Canadian Broadcasting Corporation is presenting two series of broadcasts in French:

   (a) The Senior Series, beginning on Tuesday, February 4, 1964, at 11.00 a.m. and continuing weekly at the same time, for six weeks until March 10, 1964.

   (b) The Intermediate Series, beginning on Tuesday, February 4, 1964 at 11.15 a.m. and continuing weekly at the same time, for six weeks until March 10, 1964.

2. Printed copies of the scripts for both series will be sent to the schools during the week of January 6, 1964, as follows:

   (a) Senior French, Nos. 1, 2, 3, 4, 5, 6.

   (b) Intermediate French, Nos. 1, 2, 3, 4, 5, 6.

   (c) A pamphlet "Early Stages in French", which has been made available by the British Broadcasting Corporation, to accompany the Intermediate French series.

The Principal is asked to hand these copies to the teachers of French. No additional copies are available for distribution.

3. On or about Monday, January 6, 1964, Memorandum 1963-64:29 , containing further information regarding the broadcasts and suggestions for their use, will be sent to the schools.

A H McKague
for S.D. Rendall
Superintendent of Secondary Education

TORONTO, December 27, 1963

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DEPARTMENT OF EDUCATION

JAN 17 1964
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Memorandum to: District Inspectors
Elementary School Inspectors
Principals of Secondary Schools
Principals of Private Schools

Re: School Broadcasts in French beginning February 4, 1964.
(Further to Memorandum 1963-64:28 by S. D. Rendall, Superintendent of Secondary Education).

THE PRINCIPAL IS ASKED TO BRING THIS MEMORANDUM TO THE ATTENTION OF ALL TEACHERS OF FRENCH IN THE SCHOOL

As suggested in the memorandum announcing the school broadcasts in French, this letter is being sent to give further information and to encourage principals and teachers to arrange for the maximum use of these effective teaching aids. They constitute an excellent exercise in aural comprehension and a practical stimulus to the growing emphasis on the oral aspects of language study.

Printed sheets containing the scripts for both series, as well as an illustrated brochure to accompany the broadcasts of the intermediate division, are provided for the use of teachers. It was not possible, nor was it the intention to supply sufficient numbers of scripts for students, since this is essentially a listening exercise. However, if a teacher wishes to mimeograph the script, as an additional aid for weak classes, there would be no objection.

Series (a) Senior Division (Tuesdays, 11.00 - 11.15 a.m.)

The six broadcasts in this division will be of particular interest to students of Grade 13, who are preparing for the departmental examinations in French for 1964. They consist of dramatizations of incidents in the prescribed authors text: "Le Notaire du Havre" by Georges Duhamel. Students should have little difficulty in understanding the dialogue since it follows closely the actual language of the text being studied. The scripts provided were taken from the original submissions of the broadcasts, and teachers should be prepared for minor changes during the actual production by the C.B.C.

At the end of each broadcast questions on the story will be dictated, at the usual dictation speed. Teachers should warn their students of this in advance so that they will be prepared to write the questions at the proper time. At the discretion of the teacher these questions may be answered orally in class, as a further exercise of spoken French, or they may be assigned to be answered as a written exercise. I commend this series to teachers of Grade 13 as a worthwhile test of comprehension, as well as a review of parts of the prescribed text.

(Cont'd)

Series (b) Intermediate Division (Tuesdays, 11.15 - 11.30 a.m.)

This series, consisting of a rebroadcast of parts of a larger series prepared by the B.B.C. and called "Early Stages in French", has been generally well received. These programmes were designed for first year students, but they are also well-suited to classes in their second or third year of French.

This year there will be a repetition of six of the broadcasts of two years ago, the series involving the Café Saint-Jacques of Madame Latour in Paris. The narrator, Pierre Lefèbre, introduces each programme, describes the background and the situation, and then warns the listeners of two or three idioms ("phrases à répéter"), which are to be featured in the broadcast. Frequent repetitions of words and phrases are worked into the dialogue and the actors speak clearly and deliberately. Towards the end of each programme the narrator asks and repeats two or three questions, pauses, and then gives the correct answer. The broadcast concludes with a song, which is reproduced in the printed brochure prepared by the B.B.C.

In this series especially, teachers will want to make some preparation in order to obtain maximum value from the broadcast. By consulting the script provided and also the illustrated brochure, the teacher can decide in advance what material to put on the blackboard for special emphasis. This serves to focus the attention of students by giving them something specific to listen for during the broadcast and it should increase their interest and participation.

Please note again the times and dates:

Series (a) Senior Division - Tuesdays 11.00 - 11.15 a.m.
February 4 to March 10.

Series (b) Intermediate Division - Tuesdays 11.15 - 11.30 a.m.
February 4 to March 10.

W. R. Stewart

Deputy Minister

TORONTO, January 6, 1964.

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JAN 15 1964
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DEPARTMENT OF EDUCATION

Memorandum to: Directors and Superintendents
Principals of Elementary and Secondary Schools
Inspectors of Elementary and Secondary Schools
Secretaries of Elementary and Secondary School Boards

Re: Opening of the Legislature for the Province of Ontario on Thursday, January 15, 1964

Your attention is drawn to the live television programme on Wednesday, January 15, 1964, at 3:00 p.m. to 4:00 p.m., when the Canadian Broadcasting Corporation will telecast the opening of the Legislature for the Province of Ontario. The programme will include all the main opening ceremonies including the arrival of the Lieutenant-Governor at the Parliament Buildings and the reading of the Speech from the Throne. Since this is the first occasion when the proceedings have been televised and because of the historical and educational importance of the event, school authorities are urged to arrange, wherever possible, for a viewing of the programme by the students of the schools.

If copies of the Commonwealth Day booklet for May 20, 1960, are on file in the schools, teachers will find the information provided there most helpful in the provision of background material to prepare students for the television programme.

F. S. Rivers

Chief Director of Education.

Toronto, January 3, 1964.

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UNIVERSITY OF TORONTO

Memorandum to Directors and Superintendents
Principals of Secondary Schools
Elementary School Inspectors
Secretaries of Secondary School Boards

Re: Provision of Text-Books for Students in
Grades 9 and 10, effective September, 1964

Since 1951, school boards have been able to provide some or all text-books for students in Grades 9 and 10 and receive a reimbursement grant of up to $3.00 per student of average daily attendance for the preceding year on expenditures made by the boards for this purpose. As a result most schools and boards have built up a substantial supply of approved text-books. They have also gained considerable experience in the ordering, processing, and distribution to students of these texts.

The success of the plan for provision of some texts in Grades 9 and 10 and of the policy for provision of all texts in Grades 1 to 8 resulted in the decision to have all texts for students in Grades 9 and 10 provided by the boards, effective with the opening of school in September, 1964. A public announcement of this extension of policy, already in effect at the earlier grade levels, was made in September, 1963.

Under the new plan elementary and secondary school boards will be required to provide all text-books to be used in all courses of Grades 9 and 10. This includes texts in English literature and in the authors of foreign language courses.

To maintain a degree of flexibility in the selection of text-books in English literature, in the authors of foreign language courses, and in other subject areas where no texts are included in the approved lists in Circular 14 (e.g. special type schools teaching gardening, beauty culture, service station operation) principals may select the texts to be used where these are required, subject to the approval of the board by resolution.

As was pointed out above, boards will have established a considerable equity through the purchase of texts with the grants paid on expenditures for this purpose in previous years. In addition, the Department of Education will pay in 1964 two grants of $6.00 or a total of

$12.00 per student of average daily attendance in 1963, to assist the boards to extend the policy of provision of texts without direct charge to the students. When the initial supply of texts has been provided in 1964, it is the intention to pay in 1965 and subsequent years a grant of $6.00 per student of average daily attendance for the preceding year to help provide replacements for worn out books and for additions because of increasing enrolments, new courses and the like.

Copies of amendments to the Regulations incorporating the changes set out above will be sent to boards and schools as soon as they are available.

F. S. Rivers

Chief Director of Education.

Toronto, December 27, 1963.

1963-64:32
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DEPARTMENT OF EDUCATION

JAN 15 1964
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UNIVERSITY OF TORONTO

Memorandum to Directors and Superintendents
Principals of Secondary Schools
Secretaries of Secondary School Boards
Principals of Inspected Private Schools
Registrars of the Ontario Universities

Re Appointment of Associate Examiners
for the Grade 13 Examinations of 1964.

1. The Minister of Education appreciates the assistance given in 1963 by the teachers who acted as associate examiners for the Grade 13 Departmental Examinations. He hopes that eligible teachers (See section 6), particularly those with considerable experience and high academic standing, will offer their services for the 1964 examinations. If the results of the examinations are to be released in reasonable time, it will be necessary to have many more associate examiners than in 1963, particularly in the subjects of English and French.

   The usual co-operation of the teachers is requested in this very responsible work. It is most important that each Principal urge his Grade 13 teachers to offer their services as markers.

2. The main body of associate examiners will report for duty on Monday, June 29, 1964; the committees will, as usual, begin their work from seven to ten days earlier.

   While efforts will be made to have the marking done as expeditiously as possible, it is expected that the services of the markers will be required for approximately the same length of time as last year.

3. Statements of Availability have been sent to the schools. They should be returned to the Department not later than January 15, 1964. If this is done, it seems likely that notices of appointment can be mailed from the Department on or before February 28.

4. It should be noted that no names, even of those who marked last year, can be considered unless a Statement of Availability is received.

5. Appointments of new committee members will not be made until sometime in April. At that time it will be necessary to allow appointees to choose between the original appointment and the later appointment to the Committee.

6. Conditions of Appointment

An associate examiner from a provincial secondary school is required to hold a Permanent teaching certificate granted before January 15, 1964, to have had at

(over)

least two years' teaching experience in an Ontario secondary school, and to

(a) be engaged in teaching one or more Grade 13 subjects in the day classes of a secondary school for the school year 1963-64, or

(b) be the head of a department, or

(c) have taught one or more Grade 13 subjects in the day classes of a secondary school during the past two or three years, or

(d) be engaged in teaching one or more Grade 13 subjects in the night classes of a secondary school.

An associate examiner from a private school must have had at least two years' teaching experience in Ontario in a secondary school, a university, or a private school, and must be recommended by his Principal. An associate examiner from a university must have had at least two years' teaching experience in Ontario as an instructor in a university or as a teacher in a secondary school or a private school, and must be recommended by his Principal or Dean.

Note 1. Statements of Availability will be accepted from teachers who completed the usual marking cycle in 1963 but are interested in continuing as associate examiners if their services are required.

Note 2. Consideration will be given also to Statements of Availability received from Grade 12 teachers of considerable experience, particularly in English and French, and to newly-designated heads of departments who are presently teaching Grade 12.

6. The Regulation for Grade 13 Departmental Examinations provides for payment of associate examiners at the rate of $28 a day.

In addition, an associate examiner whose place of residence is not in The Municipality of Metropolitan Toronto and who establishes a place of residence in The Municipality of Metropolitan Toronto for the purpose of engaging upon his marking duties will be allowed living expenses not exceeding $4 for each day upon which he is so engaged.

W. R. Stewart

Deputy Minister

TORONTO, January 6, 1964.

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DEPARTMENT OF EDUCATION

JAN 23 1964
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UNIVERSITY OF TORONTO

Memorandum to Directors and Superintendents
Principals of Secondary Schools
Secretaries of Secondary School Boards
Principals of Inspected Private Schools

Re Objective-type Questions for
Grade 13 Departmental Examinations, 1964

Principals are asked to bring this memorandum to the attention of all Grade 13 teachers and students.

The Minister of Education announces that for the Grade 13 Departmental Examinations of June, 1964, objective-type questions will be used on the seven papers listed below.

Botany
French Composition
Geometry
History
Physics
Trigonometry and Statics
Zoology

Not more than 30% of the total marks will be allotted to objective-type questions on each paper.

W. R. Stewart

Deputy Minister of Education

TORONTO, January 10, 1964

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DEPARTMENT OF EDUCATION

Memorandum to Directors of Education
Superintendents of Secondary Schools
Principals of Secondary Schools
Secretaries of Secondary School Boards
Principals of Inspected Private Schools

Re: Grade 13 Departmental Examination Time-Table, 1964.

The time-table for the annual Grade 13 Departmental examinations of June, 1964, is set out on the back of this memorandum. At a later date copies of the time-table in its usual printed form will be mailed to all principals along with copies of the regulations governing the examinations (Exam. Instructions No. 5). It is expected that the application forms and time-tables for the candidates themselves will be mailed to the principals early in March.

W. R. Stewart

Deputy Minister

TORONTO 12, January 10, 1964.

GRADE 13 TIME-TABLE

1964

Date	Hour of Examination	Grade 13
Monday 8th June	a.m. 9.00 - 11.30 p.m. 1.30 - 4.00	English Literature Algebra
Tuesday 9th June	a.m. 9.00 - 11.30 p.m. 1.30 - 4.00	Zoology English Composition
Wednesday 10th June	a.m. 9.00 - 11.30 p.m. 1.30 - 4.00	German Authors German Composition
Thursday 11th June	a.m. 9.00 - 11.30 p.m. 1.30 - 4.00	Latin Authors Latin Composition
Friday 12th June	a.m. 9.00 - 11.30 p.m. 1.30 - 4.00	Trigonometry and Statics Physics
Monday 15th June	a.m. 9.00 - 11.30 a.m. 9.00 - 11.30 p.m. 1.30 - 4.00 p.m. 1.30 - 4.00	French Authors Français, Littérature French Composition Français, Composition
Tuesday 16th June	a.m. 9.00 - 11.30 p.m. 1.30 - 4.00	Chemistry Botany
Wednesday 17th June	a.m. 9.00 - 11.30 p.m. 1.30 - 4.00	Spanish Authors Spanish Composition
Thursday 18th June	a.m. 9.00 - 11.30 p.m. 1.30 - 4.00	Geometry History
Friday 19th June	a.m. 9.00 - 11.30 p.m. 1.30 - 4.00	Problems Geography
Monday 22nd June	a.m. 9.00 - 11.30 p.m. 1.30 - 4.00	Italian Authors Italian Composition
Tuesday 23rd June	a.m. 9.00 - 11.30 a.m. 9.00 - 11.30 p.m. 1.30 - 4.00	Secretarial Practice Accountancy Practice Mathematics of Investment
Wednesday 24th June	a.m. 9.00 - 11.30 p.m. 1.30 - 4.00	Music Art
Thursday 25th June	a.m. 9.00 - 11.30 p.m. 1.30 - 4.00	Greek Authors Greek Composition
Friday 26th June	a.m. 9.00 - 11.30 p.m. 1.30 - 4.00	Russian Authors Russian Composition

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ONTARIO
DEPARTMENT OF EDUCATION

44 EGLINTON AVE. W.
TORONTO 12, ONTARIO

MEMORANDUM TO - Directors and Superintendents
Principals of Secondary Schools
Secretaries of Secondary School Boards
Principals of Inspected Private Schools

Re - Distribution of Curriculum S. 17C, Physics, Senior Division, Grade 13.

Copies of this publication are being sent to the schools. The Principal is asked to distribute them to the teachers of Physics.

It is to be noted that the course contained in this publication will not become effective until September, 1965. Distribution at the present time is for information and as a study-guide for teachers.

For the school year 1964-65 and for the Grade 13 examinations of 1965 the course printed in Curriculum S. 20, Physics, Grade 13, is to be followed.

W. R. Stewart

Deputy Minister

TORONTO 12, May 7, 1964.

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DEPARTMENT OF EDUCATION

FEB 13 1964

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MEMORANDUM TO DIRECTORS AND SUPERINTENDENTS
PRINCIPALS OF SECONDARY SCHOOLS
SECRETARIES OF SECONDARY SCHOOL BOARDS
PRINCIPALS OF INSPECTED PRIVATE SCHOOLS

RE 1. Inter-District Transportation for Vocational Education
2. Standing for Admission to Type A Seminars
3. Grade 12 Topographic Maps in Geography
4. Assistance for Graduate Study in Education

1. Inter-District Transportation for Vocational Education

Where a pupil is transported to a secondary school which he would normally attend and subsequently is transported to a secondary school in another high school district to take a vocational course not available in the high school district of which he is a resident pupil, the two routes may be regarded as separate and distinct for grant purposes.

This makes it possible for a board which does not provide vocational education to claim grant on expenditures for transportation for an individual pupil on two distinct bus routes.

2. Standing for admission to Type A Seminars

Sufficient copies of Circular 649 (1963), "Academic Requirements for Admission to Courses and Examinations at The Ontario College of Education leading to The Interim High School Assistant's Certificate, Type A" were issued in March, 1963, to be available in the offices of secondary schools for teachers who wished to upgrade their academic standing and their professional certificates from the High School Assistant's Certificate to the High School Specialist's Certificate.

Section 1 (a) of that Circular refers to the admission to Type A Seminars of candidates who have completed four-year honours degrees acceptable by agreement between the universities and the Department of Education. University registrars will be able to inform candidates whether they have academic standing adequate for admission to Type A Seminars under this section.

Section 1 (b) and subsequent sections of the pamphlet refer to the requirements to be fulfilled by teachers or teacher-candidates who have not graduated from approved honours courses but who hold a degree and have upgraded their academic standing in order to obtain the Type A certificate and, after successful experience, the High School Specialist's Certificate. Section 8 specifically sets forth an average of 66 per cent or better in each of the major subjects as the qualifying mark for admission to Type A seminars (and the same is true of endorsement regulations). It was the understanding that this meant also Grade B standing or second-class honours. However, as the number of universities has multiplied, systems of marking and grading have become diverse. In order to standardize procedures the following policies have been established:

(1) Each transcript issued after January 1, 1964, and subsequently submitted for purposes of endorsement or admission to Type A Seminars, must meet the university requirement of an average Class II, Grade B, or 66 per cent, whichever is the highest.

(Over)

(2) When teachers or teacher-candidates have upgraded their academic standing under Section 1 (b), they may apply to the Ontario College of Education for statements of their eligibility for admission to the Type A Seminars. School boards may ask applicants for verification of such statements but boards are asked to refrain from requesting these from officials of the College.

3. Grade 12 Topographic Maps in Geography

The following topographic maps are available from the Geological Survey, Distribution Section, Washington 25, D.C. From this list substitutes for those maps which were listed on Memorandum 1962-63:62, but which are temporarily out of stock, may be selected.

Bangor, Maine	1:250,000	Davenport, Iowa	1:250,000
*Harrisburg, Penn.	1:250,000	Dubois, Idaho	1:250,000
Cleveland, Ohio	1:250,000	Seattle, Washington	1:250,000
Baton Rouge, La.	1:250,000	San Luis Obispo, Cal.	1:250,000
Greeley, Col./Wyo.	1:250,000	Santa Cruz, Cal.	1:250,000
Cheyenne, Wyo.	1:250,000		

*Harrisburg, Penn. 1:62,500 also available at $.30

These maps are sold at $.50 each with a 20 per cent discount on orders amounting to $10 or more, and a 40 per cent discount on orders amounting to $60 or more. Each order should be accompanied by money order (U.S. currency) and made payable to the Geological Survey. If the Geological Survey is given permission to make the best possible substitute for any map which is out of stock, it will be enabled to fill all orders promptly.

4. Assistance for Graduate Study in Education

The Director of Graduate Studies, Ontario College of Education, 371 Bloor Street West, Toronto 5, will supply information and application forms, which must be completed by March 1, for the 1964-65 session concerning

(1) several graduate and research assistantships (averaging $2000) available for students proceeding to advanced degrees in Education;

(2) the William Pakenham Fellowship ($2000) open to experienced Ontario teachers for graduate study at the Ontario College of Education or elsewhere.

The General Secretary, Ontario Secondary School Teachers' Federation, 1260 Bay Street, Toronto 5, will provide information concerning the O.S.S.T.F. Scholarship for Educational Research ($2500) open to Canadian teachers undertaking advanced graduat study at a university in a field related to the work of the schools.

S. D. Rendall
Superintendent of Secondary Education.

TORONTO, January 30, 1964.

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FEB 13 1964

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DEPARTMENT OF EDUCATION

MEMORANDUM TO DIRECTORS AND SUPERINTENDENTS
PRINCIPALS OF SECONDARY SCHOOLS
SECRETARIES OF SECONDARY SCHOOL BOARDS
PRINCIPALS OF INSPECTED PRIVATE SCHOOLS

RE
1. Provision of Textbooks in Grades 9 and 10, 1964-65
2. Experimental Single Paper in English
3. Requirements of Department of Labour in Designated Trades
4. Purchase of Canadian-made Equipment
5. Reference Books on Australia
6. Classroom Driver Instruction as an Evening Course
7. Science Equipment for Grade 11 Physics

1. Provision of Textbooks in Grades 9 and 10, 1964-65

Since school boards are being required to provide all textbooks for pupils of Grades 9 and 10, beginning in 1964-65, principals are advised that they should make arrangements, if necessary, with their boards to engage temporary clerical assistance for those periods of the year when texts are being processed, distributed, or returned by pupils.

2. Experimental Single Paper in English

Teachers in schools using the Experimental Single Paper in English (to be written on March 10) in lieu of their regular Easter examination are advised that they may adjust the marks for purposes of the Easter report to the parents, where it is considered advisable, in order to present an accurate assessment of the pupils' achievement at this period in the year.

3. Requirements of Department of Labour in Designated Trades

Instructors of trade subjects which are designated under the Regulations of the Department of Labour (such as Hairdressing) are requested to obtain copies of the Regulations from that Department and to inform their classes concerning them. It should be pointed out to the pupils of day and evening classes that it is unlawful for a person who is not a registered apprentice or does not hold a current certificate from the Department of Labour to perform any service in a designated trade for other persons.

4. Purchase of Canadian-made Equipment

It is again brought to the attention of boards and officials responsible for purchasing equipment for projects approved under the Technical and Vocational Training Agreement that a section of this Agreement makes it obligatory to purchase Canadian-made equipment when it is comparable in quality and kind, and when the price does not exceed that of imported equipment by more than ten percent.

(Over)

5. Reference Books on Australia

Two books entitled SPOTLIGHT ON AUSTRALIA and LIQUID GOLD FROM AUSTRALIA have been published by the Australian Publicity Council. These valuable reference books contain interesting details about Australia's industries, peoples, social life, customs and scenic features. The maps and coloured photographs are of the highest quality. The facts and statistics are up-to-date and many of them are not readily available elsewhere. This information is provided in case boards wish to provide copies for the school library.

These books may be purchased by the pair for $10, or $5 each, provided that the order is for not fewer than 12 books, which will be shipped in standard cartons by freight without charge to the purchaser. If individual copies are ordered they are sent by mail but the cost is $6 per volume, or $12 for the pair. The books may be ordered from the Australian Publicity Council, 405 Collins Street, Melbourne, Victoria, Australia.

6. Classroom Driver Instruction as an Evening Course

Driver instruction as a classroom subject for young people or adults who are no longer enrolled in a secondary school will be approved by the Department of Education as an evening course for grant purposes subject to the usual regulations pertaining to evening classes, including that of enrolment.

Since this subject is not taught in day classes of a secondary school, interested school boards should request approval from the Department before introducing the course. A grant is payable only on the instruction given in the classroom and not on instruction given in a car on the road.

7. Science Equipment for Grade 11 Physics

The new Physics course now effective in Grade 11 (Curriculum S.17A) requires some equipment in addition to that needed in the former course. Principals may find it desirable to budget for this apparatus over a period of two or three years. It should be noted that some of this equipment will be necessary for the new Grade 13 Physics course when it is introduced. A list of the equipment may be obtaine from the Science Inspector at the Divisional Office of the Secondary Education Branch.

S. D. Rendall
Superintendent of Secondary Education.

TORONTO, January 31, 1964.

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JAN 30 1964
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UNIVERSITY OF TORONTO

Memorandum to Directors and Superintendents
Principals of Secondary Schools
Secretaries of Boards of Education and Secondary School Boards
Elementary School Inspectors.

Re Opportunities for Teachers in Elementary and Secondary Schools overseas operated by the Department of National Defence of Canada.

In the Department of National Defence schools in Europe, approximately 8,000 Canadian pupils are instructed by Canadian teachers. This is an essential service if our nation is to fulfil its obligations.

Boards and principals are requested to give favourable consideration to the granting of a leave of absence to elementary and secondary school teachers who may be interested in this national undertaking.

Teachers wishing information on employment opportunities should write to Mr. A. A. Smith, Director of Education, Department of National Defence, Room 3836, "A" Building, Ottawa.

J. S. Rivers

Chief Director of Education.

TORONTO 12, January 21, 1964.

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MEMORANDUM TO PRINCIPALS OF SECONDARY SCHOOLS
PRINCIPALS OF INSPECTED PRIVATE SCHOOLS
DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SECONDARY SCHOOLS

RE KING GEORGE VI AND QUEEN ELIZABETH SCHOLARSHIP

As you know, the regulations governing Ontario Scholarships have been changed to allow a student to count, for Ontario Scholarship purposes, one or two papers written in Grade 11 and/or 12, while taking a full Grade 11 and/or 12 programme, provided that at least eight additional papers are written and passed in the year of award.

As the King George VI and Queen Elizabeth Scholarship is given to the highest-ranking Ontario Scholar, the regulations governing this special award have been changed to conform with the Ontario Scholarship Regulations. Accordingly, the winner of the King George VI and Queen Elizabeth Scholarship from now on may be a student who has written one or two Grade 13 Departmental papers during a Grade 11 and/or 12 year which will be counted in the total mark.

No special application is required for the King George VI and Queen Elizabeth Scholarship. The award is automatically given to the Ontario Scholar with the highest marks.

S. D. Rendall/G.R.M.

S. D. Rendall
Superintendent of Secondary Education.

TORONTO, January 22, 1964.

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FEB 3 1964
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UNIVERSITY OF TORONTO

Memorandum to Directors and Superintendents
Principals of Secondary Schools
Principals of Inspected Private Schools
Secretaries of Secondary School Boards

Re the Grade 13 Departmental Examination in Art, 1964

The Principal is asked to bring this memorandum to the attention of Grade 13 teachers and all teachers of Art in the school.

Reference Memorandum 1962-63:44

1. The announcement of the Grade 13 Departmental examination in Art for 1964 was made in Memorandum 1962-63:44.

In that memorandum it was stated,

(a) that for the present the examination must of necessity emphasize the history and theory of art, but that provision would be made for some practical work; and

(b) that the actual Departmental examination paper would not necessarily follow in detail the pattern of the sample paper distributed with the memorandum.

2. It is now considered feasible to include a greater amount of practical work in the examination than had originally been expected.

3. Consequently, the examination will consist of the following parts.

(a) The submission to the Department, by the principal on the candidate's behalf, of a portfolio approximately 24" x 18" containing ten pieces of flat work produced in regular school classes during the school year 1963-64 and certified (on a form provided by the Department) in each case by the art teacher and the principal as being the candidate's own unaided work. (Note that no name or signature is to appear on the pieces of work.)

The portfolio is to contain,

(i) six pieces of work selected from Section 1, units one to six; and

(ii) four pieces of work selected from Section 2, options one to eleven.

(See Curriculum S.13, pp. 11 to 17.)

(over)

Designs for stage settings, puppets, sculpture, clay modelling, ceramics, or metal work may be submitted, but not pieces of three-dimensional work.

The aim of this portfolio is to provide the examiners with a varied selection of the candidate's practical work. The portfolio will be worth 20% of the marks on the examination.

On the portfolio, and on each piece of work is to be shown the candidate's number, which will be announced to the Principal in due course. The candidate's name is not to appear on the material.

The portfolio and its contents will be returned eventually to the Principal.

(b) Two drawings and/or paintings, which will be done in media of the candidate's choice during the last hour of the examination.

(c) The comment upon a reproduction of a work of art. The candidate will choose for comment one of two reproductions provided.

(d) Questions on the history and theory of art.

4. The co-operation of principals and teachers is requested in this plan to provide the most desirable type of examination in Art.

5. Further instructions will be sent to Principals at a later date.

6. For 1964 it appears that provision can be made only for those candidates who have been under regular instruction in Art in one of the secondary schools during the current school year. Enquiries from prospective private-study candidates should be referred to The Registrar, Department of Education, 44 Eglinton Avenue West, Toronto 12, Ontario.

W. R. Stewart

Deputy Minister of Education

TORONTO, January 27, 1964.

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FEB 5 1964
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MEMORANDUM TO: DIRECTORS AND SUPERINTENDENTS
PRINCIPALS OF SECONDARY SCHOOLS
SECRETARIES OF SECONDARY SCHOOL BOARDS

RE: SPECIAL VOCATIONAL GRANT FOR LIBRARY BOOKS

As a result of an agreement between the Federal Government and the Provincial Government, a special vocational grant has been made available on expenditures for certain library books for use in new vocational schools or vocational additions built under the Technical and Vocational Training Agreement. These expenditures will be considered for grant purposes under certain conditions.

1. Only books which are directly related to science and the practical subjects of approved technical, trade, commercial or other occupational training programmes will be considered for grant purposes. General reference books are not eligible.

2. Expenditures made after April 1, 1961, for books for new vocational schools and for vocational additions to existing schools provided under the Technical and Vocational Training Agreement are eligible, but expenditures for books purchased for facilities added by alteration to an existing school are not eligible.

3. It is understood that such books will be part of a central school library under the supervision of a librarian or teacher charged with developing and maintaining a library service for a school.

4. The total cost of approved books for grant purposes in any school will be limited in accordance with the number of shops, laboratories, commercial and other vocational rooms which were approved in our Letter of Final Approval and which are clearly devoted to approved technical, commercial or other occupational classes under the terms of the Technical and Vocational Training Agreement.

5. Boards will be reimbursed by the Federal and Provincial Governments in an amount of 75 percent of the cost of approved books not exceeding an amount calculated as follows:

(a) $500 for a library and

(b) $300 for each shop, laboratory, commercial room or vocational art room which is part of the approved vocational facilities.

(over)

In order to facilitate the handling of applications for approval of expenditures for the library books, the following procedure should be noted:

1. One application only will be considered for approval for each separate building project.

2. Eight copies of each application must be submitted in the manner indicated on the enclosed Form 1 and be supported by a corresponding number of copies of the lists of books for which approval for grant purposes is requested as indicated on Form 2. Not more than four copies of any one title may be included in these lists.

3. After approval for grant purposes has been received by the board, the receipted original and one copy of each invoice for approved books should be submitted for payment with a master sheet attached summarizing the submission and indicating the project for which the claim is made.

W. R. Stewart

W. R. Stewart,
Deputy Minister of Education.

enc.

Toronto, January 22, 1964.

FORM 1. PROJECT NO. E. (Books)

Application for grant on expenditures for library books, as shown on the attached lists, for use in new vocational schools or additions built under the terms and conditions of the Technical and Vocational Training Agreement.

NAME OF BOARD ______________________________

NAME OF SCHOOL ______________________________

LOCATION ____________________ PROJECT NO. ____________

SUMMARY OF PROPOSED EXPENDITURES

List #1 For Science ____________________ $

List #2 For Auto Mechanics ____________________ $

Etc. (one list for each subject) ____________

TOTAL $

______________ Date

______________________ For the Board

Approved for $________

______________________ For Department of Education

....

FORM 2 SCHOOL ______________________________

PROJECT NO. E. (Books)

LIST NO. ________ FOR (Name subject here) ______________________________

TITLE	AUTHOR	DATE PUBLISHED	PUBLISHER AND ADDRESS	NO. OF COPIES	APPROXIMATE TOTAL COST

963-64:42
000

FEB 12 1964
DEPARTMENT OF EDUCATIONAL RESEARCH LIBRARY
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UNIVERSITY OF TORONTO

ONTARIO

DEPARTMENT OF EDUCATION

EMORANDUM TO ELEMENTARY SCHOOL INSPECTORS
SECONDARY SCHOOL PRINCIPALS

Re: Junior Red Cross

1. The annual campaign for the Red Cross Fund for Needy Children at Home and Abroad is held in February, and the Department wishes to bring the 1964 campaign to the attention of elementary school inspectors and of secondary school principals. The authorization of the board of trustees should be obtained by the principal for the solicitation of funds for this 1964 campaign of the Ontario Junior Red Cross.

2. During the past year Junior Red Cross had a membership of 694,996 pupils in elementary and secondary schools in approximately 20,000 branches. The Advisory Committee has expressed to the Department its appreciation of the support given the 1963 campaign which resulted in $117,000 being raised. Assistance to needy children has been given in the form of drugs, glasses, transportation to hospital, hearing aids, surgical supplies and special foods. "Something-to-do" parcels are sent monthly to bring pleasure to many homebound children who must spend their days in beds or in wheelchairs. At the present time 76 cases of orthodontia are being treated, 15 cases having been completed during 1963. The album exchange has been continued. Shipments of health kits, school supplies and baby clothing were made to needy children in Malaya, Greece, British Guiana, South Africa, Bolivia, Bechuanaland, Hong Kong, Burma, Yugoslavia and the Gaza Strip, as well as to Dominica, Antiqua, St. Vincent and Granada in the West Indies. It is suggested that Ontario Juniors may wish to locate on a map the location of some of the children who have been helped by them. The Committee hopes to be able to report in September that it is again operating its dental coaches. The eye conservation coach is located on Manitoulin Island where 72 of the pupils who were screened received glasses. The final grant for the support of the research project about emotionally disturbed and retarded children at the University of Western Ontario was made, and the Committee received a report from the Director. A grant of $50,000 was made to the International Fund for Help and Understanding.

3. The value to each student of the presence of Junior Red Cross in the schools does not depend on the amount of money that is contributed. However, it is hoped that members of Ontario Junior Red Cross will in the present campaign think of the needs of others in the tangible way they have done so in the past.

4. Principals of elementary schools should be asked to make their returns to the local inspector. The elementary school inspectors and secondary school principals should forward contributions to Mrs. O.C. Herrington, Director of Ontario Junior Red Cross, 460 Jarvis Street, Toronto 5, Ontario.

G.L. Duffin
Superintendent of Elementary Education.

Superintendent of Secondary Education.

TORONTO 12, February 1, 1964.

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MEMORANDUM TO PRINCIPALS OF SECONDARY SCHOOLS AND INSPECTED PRIVATE SCHOOLS
SECRETARIES OF SECONDARY SCHOOL BOARDS
PROSPECTIVE STUDENTS OF SPECIAL SUMMER COURSES LEADING TO BASIC TEACHING CERTIFICATES VALID IN SECONDARY SCHOOLS

RE EMPLOYMENT OF SECONDARY SCHOOL TEACHERS
(To be read in conjunction with Circular 623)

1. On or after Wednesday, **February 26, 1964,** positions for secondary school teachers in the school year 1964-65 may be advertised. Each advertisement shall be inserted on at least three days in a newspaper having a provincial circulation and shall indicate the salary schedule and the subjects and grades to be assigned to the teacher.

2. On or after Friday, **February** 28, contracts may be made with teachers who hold basic or temporary secondary school certificates or student-teachers enrolled in the winter session of the Ontario College of Education. Ratings may be obtained from the College and interviews with student-teachers may be arranged there commencing on that date.

A contract made before February 28 will not be recognized as valid by the Department of Education.

3. On or after Wednesday, **April 1,** contracts may be made with applicants willing and eligible to attend the first summer course of secondary teacher training in 1964, provided that the positions have been advertised under the conditions of Section 1 above and no applicants are available for contract under Section 2.

A contract made before April 1 with a person who has not completed the first course of teacher training will not be recognized as valid by the Department of Education.

4. Positions vacant on April 1 and positions held in 1963-64 by unqualified persons who will not report satisfactory progress towards professional qualification by September 1964 must be advertised on April 1 if not advertised earlier. If no applicant is available under Sections 1-3 above by May 15 and a further advertisement **after May 15** fails to bring a satisfactory response from a person whom the Department of Education will support, a board may request a Letter of Permission on behalf of a suitable unqualified person.

NOTE 1. It it confidently expected that teachers, applicants for teacher training, and school officials will adhere professionally to the conditions of contract negotiation given above. The dates have been set after discussion with each of the organizations representing secondary school teachers, school officials, and trustees.

NOTE 2. Positions of teachers who have completed the first summer course in any required sequence of summer course training for secondary school teachers and are proceeding successfully at every opportunity towards full qualification need not be advertised. However, new Letters of Permission must be requested on their behalf if they will not hold basic certificates by September, 1964.

NOTE 3. If teachers who hold proper basic teaching certificates are asked to teach subjects for which they do not hold the special certificates required or general subjects beyond the limit that may be specified in their basic vocational certificates, the boards must indicate that positions in these subjects have been advertised and must obtain Letters of Permission for the teachers who are otherwise qualified if there is no satisfactory response to the advertisements. Commercial teachers who are proceeding to vocational certificates in limited fields of commercial work must not be asked to teach other commercial subjects for which they have no background or training. It is essential that these teachers be given a clear understanding of the subjects for which they will be responsible on a full-time basis before contracts are signed. Acting principals and vice-principals who have not been accepted for the Principals' Course in 1964 and acting heads of departments must also be covered by Letters of Permission.

NOTE 4. Boards should be informed that not more than three Letters of Permission for uncertificated teachers, no matter how competent they may be, will be issued unless steady progress is being made towards certification. When a second or third request is made on behalf of an unqualified person, clear evidence of recent progress and future intentions should be included with Form 700.

NOTE 5. If a school is unable to obtain the services of at least one teacher who is fully qualified in commercial subjects and holds a High School Assistant's Certificate, it must not introduce Grade 10 of the Business and Commerce Branch.

NOTE 6. Sections 5 (f) and (g) below will not apply to elementary-school teachers who apply for the course in Physical Education listed in Circular 623, Section 7.

NOTE 7. Boards and applicants are reminded that persons employed in provincial schools shall be Canadian citizens or British subjects, or shall have signed statements of intention to apply for Canadian citizenship.

NOTE 8. Before April 1, instructions will be sent to secretaries of boards concerning the procedure which applicants who hold no Ontario teaching certificate must follow with regard to a medical examination.

5. Instructions re engagement of persons eligible to attend a first summer course leading to a basic secondary school teaching certificate:

(a) The board advertises on or after February 26.

(b) A tentative contract is made on or after April 1 and **Form 700** (the request for a Letter of Permission) and the **Statement of Applicant**, completed and signed by the applicant, are sent by the Secretary of the Board to the Department. An applicant for a course leading to a vocational or occupational certificate must include also a form from the Ontario College of Education which indicates that his qualifications and experience have been approved as sufficient for admission before a Letter of Permission will be issued.

(c) The Department issues a Letter of Permission to the board and a copy is sent to the Ontario College of Education.

(d) The board and the applicant sign a firm contract.

(e) The applicant applies **immediately** to the Registrar, Ontario College of Education, 371 Bloor Street West, Toronto, for admission to the course **enclosing his copy of the contract.** If the application is completed satisfactorily, a Letter of Acceptance is sent to him from the Ontario College of Education. If he is not accepted, or is admitted and does not attend, the Letter of Permission is cancelled. The closing date for applications is June 1.

(f) Upon successful completion of the first summer course, the teacher-in-training receives a Temporary Secondary School Certificate. If he attends but does not complete the course successfully, the Letter of Permission issued for his admission to the first summer course may be considered valid for the designated school year provided that the board wishes to retain his services.

(g) In the case of an applicant under contract to teach in an Ontario private school, evidence must be submitted that he will teach at least one subject (other than Physical Education) in Grade 11 or Grade 12, that the school is eligible to apply to the Department of Education for inspection in these grades in 1964-65, and that an application for inspection will be made. It should be noted that the conditions of advertising mentioned in this memorandum do not apply to private schools and that Letters of Permission are not issued on behalf of prospective teachers for these schools.

Toronto, January 2, 1964.

W. R. Stewart

Deputy Minister of Education

ONTARIO

STATEMENT OF APPLICANT

FOR ADMISSION TO FIRST SUMMER COURSE AT ONTARIO COLLEGE OF EDUCATION

(To be sent by the applicant, to the Secretary of the Board concerned, who is to attach it to Form 700)

This is to Certify

1. (a) that I hold a degree from..

(Name of University)

and that I will apply for admission in 1964 to the Initial Summer Course leading to an Interim High School Assistant's Certificate, at..

Kingston, London, or Toronto

or

(b) that I hold a Permanent Elementary-School Teacher's (or First Class) Certificate, No.................and that I will apply for the Special Course for teachers of girls' Physical Education at Toronto.

or

(c) that I have..

(degree, diploma, or years of experience in business or trade)

and that my qualifications and experience have been considered sufficient for admission to the Ontario College of Education, as shown on the enclosed form, for a course

in..subjects.

(Technical, Commercial, Occupational)

and

2. that I agree to attend the course if the..

(Secondary School Board)

obtains a Letter of Permission and engages me under contract, subject to the acceptance of my application for the course.

NOTE: If the applicant for the Initial Summer Course does not apply for admission to the summer course centre which corresponds with his residence (See Circular 623), he must indicate his reasons on this form.

....

Signature of Applicant

....

Address of Applicant

....

Name of Applicant (Printed)

Date.. 19................

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MEMORANDUM TO DIRECTORS AND SUPERINTENDENTS
PRINCIPALS OF SECONDARY SCHOOLS
SECRETARIES OF SECONDARY SCHOOL BOARDS
PRINCIPALS OF INSPECTED PRIVATE SCHOOLS

RE 1. Information concerning Applicants for Teaching Positions
2. Grade 12 Departmental Examinations, 1964
3. Principal's Confidential Report Forms for Provisional Admissions to Universities

1. Information concerning Applicants for Teaching Positions

The attention of secondary school principals and secretaries of secondary school boards is again directed to the procedure which should be observed in making enquiry about applicants for teaching positions.

(a) All requests after February 26 by telephone to the Secondary Education Branch, Department of Education, should be made to Mrs. Malton at number 365-2774. The school official placing the call should give his name, position, and address. The list of applicants submitted should be arranged alphabetically with the Christian name and second initial also where the surname is one in common use. Opposite each name the school at which the teacher is now employed, or was last employed, should be indicated. Separate lists should be presented for (i) assistant teachers and (ii) principals, vice-principals, or heads of departments. Information cannot readily be given on teachers who left the profession more than three years ago, since their names do not appear on our current files. In most cases, the general information as indicated below will be given immediately, but where it is necessary to make a return contact this will be done by making a collect telephone call as soon as the necessary data can be assembled.

(b) In view of the fact that thousands of enquiries are received, only one call should be made regarding any list of applicants, and the names of only the most suitable applicants should be submitted. It will help greatly if a preliminary reduction of the list to five or six names has been made. Replies will ordinarily be limited to general terms, such as, outstanding, excellent, very good, good, fair, unsatisfactory. More detailed comments may be made on applicants for the position of Principal, Vice-Principal, or Head of department.

(c) Representatives of the Secondary Education Branch will be available by telephone at 365-2774 on two Saturdays, February 29 and March 7, 9.00 a.m. to 4.00 p.m.

(d) Telephone enquiries concerning the work of teachers-in-training at the Ontario College of Education may be made on Friday, February 28, and Saturday, February 29, from 9.00 a.m. to 4.00 p.m., as follows:

(i) High School Assistant's Course - Registrar, 928-3230
(ii) Vocational Course - Director, 928-3233

Telephone enquiries may also be made as above from Monday, March 2, to Saturday, March 7, and thereafter from Monday to Friday each week.

Arrangements for interviews at the College with teachers-in-training may be made with the Registrar or the Director for Friday, February 28, and Saturday, February 29, from 9.00 a.m. to 4.00 p.m., and thereafter from Monday to Friday each week between 3.30 p.m. and 5.30 p.m.

(Over)

2. Grade 12 Departmental Examinations, 1964.

The dates of Grade 12 Departmental Examinations for 1964 (Ref: Memoranda 1962-63:55 and 1963-64:12) have been set as follows:

Tuesday, June 9	a.m.	9.00 - 11.00	Technical Subjects
Wednesday, June 10	p.m.	1.30 - 3.30	Geography, Part 11
Thursday, June 11	p.m.	1.30 - 3.30	Latin

Note 1: Any pupil who has a conflict between a Grade 12 paper listed above and a Grade 13 Examination will be excused from writing the Departmental paper in Grade 12.

Note 2: Technical pupils will be required to write the paper in the subject in which they seek a diploma. The examinations in technical subjects are deemed to be sample or experimental in nature. Therefore, the principal will be permitted to make some adjustment in the mark when it is submitted for diploma purposes.

Note 3: Further memoranda on these examinations will be sent to principals in the spring term.

3. Principal's Confidential Report Forms for Provisional Admissions to Universities

Principals should write to the universities concerned for a supply of these forms. If certain universities are unable to provide their own forms, principals may write to the Registrar, Department of Education, for a supply of the mimeographed form provided by the Department in 1963. It is emphasized that 1964 is the last year in which this service will be given by the Department. In 1965 it is expected that all universities in Ontario will be in a position to provide a uniform Principal's Report Form.

S. D. Rendall
Superintendent of Secondary Education.

TORONTO, January 31, 1964.

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MEMORANDUM TO DIRECTORS AND SUPERINTENDENTS
PRINCIPALS OF SECONDARY SCHOOLS
SECRETARIES OF SECONDARY SCHOOL BOARDS
PRINCIPALS OF INSPECTED PRIVATE SCHOOLS

RE PROGRESS REPORTS ON THE NEW OPTIONS OF THE FOUR-YEAR PROGRAMME

In Memorandum 1962-63:64 seven new courses were forecast which will provide new options in Grades 11 and 12 for pupils of the Four-Year Programme and especially for those in the Arts and Science Branch. Attached to this memorandum are progress reports concerning the new options.

These courses will be issued to the schools in the present school year for use in September 1964. An indication of the date when a course will be ready is given in some of the outlines. The others are almost ready for mailing.

It should be noted that two titles have been adjusted in keeping with the content of the courses - (1) World Politics and (2) Man in Society. The latter course will be restricted in the school year 1964-65 to six schools with which arrangements have been made for the teachers to discuss the topics of the course with the committee as the instruction progresses.

S. D. Rendall

S. D. Rendall
Superintendent of Secondary Education.

TORONTO, February 5, 1964.

BIOLOGY

The theme of this Biology option is "What is Life?" The course is introduced by acquainting the students with a few of the organisms around them. After this acquaintance has led the pupil to an appreciation of the great diversity of forms of life, the student is led into a more detailed study of certain organisms chosen to lead to an understanding of what an organism is. After the student has the understanding of what a living thing is, he is led to a discussion of how life is continued in this whole community of organisms of which man is a part.

It is expected that this course will be ready for release to the schools in May. It is unlikely that there will be a text written for the course for some time. In lieu of a text, the course outline is providing references to specific material and teaching aids.

GEOLOGY

The course introduces the student to the study of the physical world around him, its history and the development of life upon this earth. It also explores the work of the geologist and the methods he uses in the field, in the laboratory and in the office. The course culminates in a study of the place of geology in the service of man.

The programme emphasizes the practical aspects of geologic study such as the analysis of topographic and geologic maps and air photographs, the examination of rock, crystal, and fossil specimens, rock tests in the laboratory and in the field, the examination of local geologic features and the practice of making geologic observations and of collecting samples.

The aims of the course are:

(a) to promote an understanding and an appreciation of the earth as man's physical environment

(b) to gain a knowledge of the basic principles which have enabled man to explore and to develop the resources of the earth's crust, with special reference to Ontario

(c) to promote the powers of observation and deduction based on examination in the field and in the laboratory

(d) to stimulate interest and promote curiosity in "the world around us" and especially in our local area.

It is believed that the above aims may, in turn, encourage the development of hobbies and in some cases may provide for future livelihood in this field.

The course will be available for distribution to schools toward the end of February. It will list a number of reference books suitable for use by the pupils. It is expected that suitable Canadian text-books will be available early in 1965.

WORLD POLITICS

As an optional subject at either the Grade 11 or the Grade 12 level of the Four-year Programme, the course, World Politics, is intended for students who wish to know more about the background and the contemporary issues of world politics.

The aim is to enhance the students' understanding of the world situation, to foster a continuing interest in such study, to produce students who will enter the world of work better qualified to appreciate the problems of, and to make judgments about, national and international affairs.

To some degree the course is historical in that it presents a background for political movements of influence in today's world. Part of the work is a comparative study in politics and government, both national and supra-national. Within the competence of Grade 11 or Grade 12 students there will be opportunities for discussion of problems of both the emerging and the established nations in the contexts of nationalism, regional or racial affiliation, and internationalism.

Above all, the course must be topical and timely. For illustrations of the issues under study the teacher and class will draw not only upon the text and reference books, but upon headline events of the day. To that end the lessons and the text-book will attempt to show political trends and generalizations as a continuum of change. This sense of immediacy and recognition of change should appeal to students who are interested in the political world around them.

The first outline of the course, which will be available for distribution to the schools about the end of February, 1964, will list a number of reference books, many of them paperbacks, suitable for use by students. A text-book is expected to be ready for school opening in September, 1964.

MAN IN SOCIETY

The course will involve a study of some of the major social phenomena and institutions of contemporary society, and of the individual's role in that society. Although it will be found to contain elements of sociology and psychology, the course is not a composite of these disciplines adapted for secondary schools.

The content includes a study of some of the forces in contemporary life, their influence upon man's behaviour, and man's efforts to control them. A survey of the current scene is treated descriptively. The evolution of such institutions as family, state, court, and government is in part an historical study. Man's reaction to, and control of, his environment touches on psychology in treating of hereditary and environmental influences, learning, remembering, conditioning and habit formation, reasoning and problem solving. Some part of the course includes the social - not sociological - study of problems having to do with such issues as:

adjustment to cultural change
freedom and responsibility
emotions and thinking
propaganda and the transmission of ideas
changes posed by technology
community planning
minority groups
the welfare state.

It is not proposed, for example, that a topic such as "Capital Punishment" should be presented in the form "Should Canada have Capital Punishment?" Instead, the class would be led to identify and define some of the issues involved, to study the history of the relationship between society and the criminal, and to examine arguments favouring and opposing capital punishment.

The aim would thus be to have the student appreciate the complexities of the problem, to recognize the need to assess the attitudes of sub-groups in our society, and to examine theories and practices of the past and present. Such an approach could be expected to teach recognition of bias, emotion, the social conscience, prejudice, and the like. Above all, the student is to be made aware, within the limits of his capabilities, of his need for knowledge and objectivity when, as a citizen, he will be called to share in the solving of problems involving himself and his society.

The need for continuing experimentation and evaluation of the course has been recognized. During the school year 1964-65 the course will be offered in only six schools and taught by selected teachers. These teachers will meet periodically with the curriculum committee to discuss possible changes in content and approach that may be indicated in a subsequent revision of the course outline.

It is expected that there will be a student text-book of modest size, one or two major reference books primarily for the teacher, and small, specialized bibliographies for each major topic.

SPEECH ARTS

The courses in Speech Arts have been designed to help students develop their powers in as many ways as possible: to assist them in their social and business life; to foster their creative and appreciative talents; to aid them in their ability to think rationally, to express thoughts clearly, and to listen with understanding; and, finally, to encourage those students with latent powers of leadership.

Part I of this course will be taught to students of either Grade 11 or Grade 12; that is, to students in their first year of the course. Part II will be followed only if a second year of the course in Speech Arts is offered in a school.

In both parts of the course, speech training is considered to be as much a matter of content as of technique; what is said is as important as how it is said. Students are encouraged to analyse and to discuss freely the speech patterns of radio and television, to listen appreciatively to recordings of the spoken word, to study the style of professional speakers and broadcasters to attend and report on public meetings as often as possible (political rallies, meetings of town or city council) and to make excursions, where feasible to the legislature, to court, or to local broadcasting studios.

The greater part of classroom time will be devoted to the study and practice of voice quality and control, delivery, platform behaviour, types of addresses, logic and argument, debate, rules of procedure, and evaluation.

The practical nature of the course in Speech Arts requires that it not be given as a text-book presentation. Books describing the techniques of delivery and of speech evaluation will be used. Reference books, news media, and other source material will be essential in the preparation of speeches.

Theatre Arts

The course in Theatre Arts has been developed in a two-year sequence as one of the Four-Year Programme options in English.

Since students who elect this option may be presumed to be favourably disposed toward dramatics, the course in Theatre Arts, when directed by an experienced teacher, should be a source of cultural and aesthetic enrichment in the Four-Year Programme.

In addition to a basic unit on Voice Training, whose topics may be integrated with the "theatre" topics, students will study the following:

- the development of a character
- stage techniques and movement
- pantomime
- playing a scene
- directing a play
- the art and science of stagecraft
- theatre projects related to the local theatre, to television, etc.
- history of the theatre.

It need scarcely be said that the primary objective of the courses in Theatre Arts is not the production of festival plays. It is rather the development in each student of the qualities of poise, expression, creativity, sensitivity, and appreciation that are to be acquired through participation in dramatic presentations and through study of good theatre.

Modern Literature

Courses in Modern Literature provide the opportunity for teachers to encourage broader interest in reading throughout life, through extensive reading and comparative study of the drama, the novel, and other contemporary prose works. The addition of this course to the regular compulsory course in English will enable the teacher to give both depth and breadth to the study of contemporary literature at the high school level.

The list of titles suggested for study in this course represents such a diversity of interests and reading levels, that the teacher should be able, literally, to start where the students are. Although selections from the best of contemporary writing are included, this is not to be considered a course in twentieth century classics.

The course will make a significant contribution to the Four-Year Programme because teachers will be able to bring the students' current reading interests under classroom study and discussion. It will then be possible, by judicious selection of additional titles, to extend both the scope and the depth of such interests.

The course has been organized in two parts, Part I for Grade 11, Part II for Grade 12, but Part I is not a prerequisite for Part II. In both years the books are divided into three sections, Drama, Novels, and Other Contemporary Prose, from which it is suggested that a class might read in three units drawn from at least two sections.

In the Drama section, a selection of plays may range from A Raisin in the Sun and Flight into Danger, through Cavalcade and The Winslow Boy, to the works of Ibsen and Shaw.

The section on Novels - the title is not "The Novel" - contains units on science fiction, adventure, historical fiction, mystery and detection, the classics, and others. In Part II the selection is from more sophisticated writing. Works of social commentary, satire, and biography by authors such as C. P. Snow, Evelyn Waugh, Henry James, Walter Lippman, Alan Paton, Hugh MacLennan - even Dickens and Thackeray - are to be found.

In the third section, entitled Other Contemporary Literature, are grouped the more specialized prose titles of interest to discerning students. There are units on Biography, Science and Modern Thought, and Travel; authors such as Riesman, Ludwig, Steinbeck, Hersey, Schweitzer, and Packard. To relieve tension perhaps, are Betty Macdonald and Moss Hart.

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MAR 16 1964

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ORANDUM TO DIRECTORS AND SUPERINTENDENTS
PRINCIPALS OF SECONDARY SCHOOLS
SECRETARIES OF SECONDARY SCHOOL BOARDS
PRINCIPALS OF INSPECTED PRIVATE SCHOOLS

1. June Examinations, 1964, in Grades 9 - 12
2. Early release of Occupational class pupils in final year
3. Marking of Attendance for June, 1964
4. One-week Course in Reading Latin Poetry

June Examinations, 1964, in Grades 9 - 12

All pupils of the General Course in Grades 11 and 12 will be required write final examinations in the subjects of Grade 12 and in each subject of Grade which is used to obtain part of a mark submitted on Form 360A for purposes of the ondary School Graduation Diploma.

All pupils in Grade 12 of the Technical Course will be required to write epartmental Examination in Technical Subjects from one of the following:

Applied Electricity
Applied Electronics
Auto Mechanics
Drafting - Architectural
    and Building Construction
Drafting - Mechanical
Graphic Arts
Machine Shop Practice
Sheet Metal Practice
Welding
Woodworking - (Candidates to select
    applicable parts from
    Building Construction
    Cabinet Making
    Pattern Making
    General Woodworking)

As announced earlier the dates of June Departmental Examinations for 64 are:

Technical Course	- Tuesday	June 9	a.m.	9.00 - 11.00	- Technical Subjects
General Course	- Wednesday	June 10	p.m.	1.30 - 3.30	- Geography, Part II
	- Thursday	June 11	p.m.	1.30 - 3.30	- Latin

The other examinations of Grades 9 - 12 set by teachers may be written or after June 8. Principals are urged to arrange the timetable for these examinations as late in the month of June as possible consistent with the provision of adeate time for the marking of papers and for promotion meetings.

Early release of Occupational class pupils in final year

Pupils enrolled in the final year of courses in Occupational Classes or a Special Vocational School who, in the opinion of the principal and staff, have ompleted their courses for the Certificate of Training with good standing, may be ven exemption from the final examinations and may leave school to take employment any time after Easter provided that the pupils have firm offers of employment and roceed to accept the offers.

Marking of Attendance for June, 1964

Section 5 (d) of The Department of Education Act reads as follows: For the purpose of calculating legislative grants, the Minister may add to the actual ggregate attendance of a school the number of days attendance lost by pupils who were

(Over)

absent from school in the month of June when their regular classroom work was discontinued because of the holding of examinations that they were not required to write."

In order to ensure uniformity in procedure, and to enable Boards to receive the full grant to which they are entitled under the above-mentioned section, all those concerned are directed to conform to the plan outlined below.

Only those pupils who are in actual daily attendance up to but not including the dates given below for each grade shall be marked present in the Daily Register of Attendance.

Grade 13 - June 1
Grades 11 and 12 - June 8
Grades 9 and 10 - June 8

Commencing with the dates given above and throughout the interval up to and including June 26, the day of school closing in 1964, for pupils in any secondary school grade who write examinations, or who are exempted from writing by reason of superior standing during the school year in Grades 9, 10, 11, or 12, the letter "G" shall be entered in the Daily Register of Attendance for each school day. Where under this section the letter "G" is first entered for a pupil, a horizontal line may be drawn to the right of it indicating that "G" is applicable up to and including June 26. The total number of "G" days for the class should be indicated at the foot of the June page of the register.

These provisions will not apply to pupils of Occupational Classes or Special Vocational Schools who have finished their courses and have taken employment after Easter under Section 2 above. They are to be recorded as "present" and, although regularly employed, will be deemed to be on cooperative work experience up to and including June 26. A notation of "work experience" should be made on the page of the register with an asterisk opposite the names of the pupils concerned.

Daily Registers of Attendance and records of attendance totals should be kept in correct form for examination by the recently-appointed auditors of the Department of Education.

NOTE: Sections 2 and 3 of this Memorandum are not applicable to private schools.

4. One-week Course in Reading Latin Poetry

Dr. D. E. Gerber, a member of the staff of the University of Western Ontario, has offered to give teachers a one-week, non-credit course in reading Latin poetry. This course will be held at the University of Western Ontario from August 17 to August 21, 1964, if there is a sufficient number of applicants. Since enrolment will be limited, the first twenty applicants will be accepted. The tuition fee for this course will be $25.00 and accommodation will be available in the University residences. Application for this course should be made directly to the University of Western Ontario. No examination will be held but, on request, a letter certifying attendance will be given by the University.

The course will be designed primarily to assist the teachers to read aloud Latin poetry. The teachers are asked to bring with them a copy of Latin Poetry Selections for Grade 13 and, if possible, any other editions of Vergil, Horace and Catullus which they may have.

W. R. Stewart

W. R. Stewart
Deputy Minister of Education.

TORONTO, February 14, 1964.

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MAR 16 1964

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MEMORANDUM TO DIRECTORS AND SUPERINTENDENTS
PRINCIPALS OF SECONDARY SCHOOLS
SECRETARIES OF SECONDARY SCHOOL BOARDS
PRINCIPALS OF INSPECTED PRIVATE SCHOOLS (Not applicable in Section 1)

RE
1. Information for the Annual Statistical Report (Stat. Form 37)
2. Grade 13 Prescriptions in French for 1963-64
3. Educational Publications on Weather and Climate
4. Guide to Health Instruction Materials in Canada
5. Filmstrip "Understanding Alcohol"

1. Information for the Annual Statistical Report (Stat. Form 37)

The June Statistical Report (Stat. Form 26) will not be required in 1964. The September Statistical Report (Stat. Form 37) will include all pertinent data regarding enrolment, admissions, and withdrawals from September 30, 1963, to September 30, 1964.

It is essential, therefore, that in each school record cards of pupils who have been admitted or who have withdrawn since September 30, 1963, be kept in a separate accumulation file with the data readily available for use in compiling the Statistical Report at the end of next September. At that time of the year school secretaries will have little time to search for information about pupils who left the school months before. Departmental officials are required to compile accurate information concerning enrolment and the destination of all pupils (including graduates) who leave school, in order to prepare comprehensive reports of educational and economic significance for both provincial and federal authorities. Tardiness in the mailing of the Statistical Reports in October from even a few schools delays tabulation of this data.

One change only is anticipated in collecting the facts for the September Statistical Report. The item,

> "(e) Ceased to attend any school", will be broken down into two parts as follows:

> "(e) Ceased to attend school having obtained a Departmental certificate or diploma;
>
> (f) Ceased to attend school without a Departmental certificate or diploma."

Principals are requested to assign to a secretary the special duty of collecting the cards in ready form for tabulation at the end of September, 1964, if it has not already been done.

2. Grade 13 Prescriptions in French for 1963-64

Reference Circular 58, Prescriptions 1963-1964, Departmental Examinations of 1964.

The attention of principals is called to Memorandum 1962-63:63 and they are asked to ensure that all teachers of Grade 13 French are reminded of the following insertion to be made on page 8 of Circular 58, under "FRENCH" "Duhamel: Le Notaire du Havre (Clarke, Irwin):

(Over)

(Chapters 6, 7 and 10 are to be studied extensively, and there will be no questions on the examination which refer specifically to these chapters)".

3. Educational Publications on Weather and Climate

The Director of the Meteorological Branch of the Department of Transport has brought to our attention the fact that the following two revised lists of educational publications on weather and climate are now available:

1. Price List of Climatological Publications, DS #10-63 (current periodicals, books, booklets and mimeographed reports); and
2. Educational Publications on Weather and Climate. (This list includes the names of publications which are available to teachers without charge.)

Teachers may obtain the new lists by writing to The Director, Meteorological Branch, Department of Transport, 315 Bloor Street West, Toronto 5.

4. Guide to Health Instruction Materials in Canada

The publication referred to above in the 1964-66 Annotated Edition, by School Health Committee, Canadian Health Education Specialists Society, P.O. Box 2305, Postal Station D, Ottawa, 1964 - Price $1.00, is an excellent source of titles of materials for use in the Health programme through all grades of our schools.

5. Filmstrip "Understanding Alcohol"

The Ontario Department of Education has approved the use of the filmstrip "Understanding Alcohol". This new filmstrip has been produced as a public service by the Alcoholism and Drug Addiction Research Foundation of Ontario, an official government agency. It will be distributed without charge, with an accompanying recorded commentary, to all Ontario secondary schools within the next two weeks. Principals of private schools who wish to receive this valuable teaching aid may send their request to Mr. Charles G. Prince, Teacher Training Consultant, Alcoholism and Drug Addiction Research Foundation, 24 Harbord Street, Toronto 5, Ontario.

W R Stewart

W. R. Stewart
Deputy Minister of Education.

TORONTO, February 13, 1964.

1963-64:48
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Memorandum to Directors and Superintendents
Principals of Secondary Schools
Secretaries of Secondary School Boards
Principals of Inspected Private Schools
with copies to
Registrars of Ontario Universities

Re Grade 13 Study Committee, 1964

The Minister of Education has announced that the persons named below will be the members of the Committee which he has appointed to inquire into and report upon the nature and function of the Grade 13 year in the Ontario educational system.

1. Mr. F.A. Hamilton, (Chairman)
   Director of Education, Board of Education, Guelph.

2. Mr. H.M. Beer,
   Headmaster, Pickering College, Newmarket.

3. Mr. D.J. Brousseau,
   Principal, Kapuskasing District High School.

4. Dr. C.A. Brown,
   Registrar, Department of Education.

5. Miss Mary Campbell,
   Staff member, Parkdale Collegiate Institute, Toronto.

6. Mr. A.H. Dalzell,
   Assistant Superintendent of Secondary Education,
   Department of Education, located at Sudbury.

7. Mrs. Elise Grossberg,
   Chairman, Forest Hill Board of Education.

8. Dr. Robin Harris,
   Acting Principal of University College, University of Toronto.

9. Dr. R.W.B. Jackson,
   Director, Department of Educational Research,
   Ontario College of Education.

10. Mr. J.F. Kinlin,
    Assistant Superintendent, Curriculum and Text-Books Branch,
    Department of Education.

(over)

11. Mr. C.A. Mustard,
    Superintendent of Teacher Education, Department of Education.

12. Dr. G.E. Price,
    Director of Education, Board of Education, Hamilton.

13. Mr. L.W. Rentner,
    Staff member, Lisgar Collegiate Institute, Ottawa.

14. Rev. M.P. Sheedy, C.S.B.,
    Principal, St. Michael's College School, 1515 Bathurst Street, Toronto.

15. Mr. J.R. Thomson,
    Assistant Superintendent of Secondary Education,
    Department of Education.

16. Mr. L.W. Waddell,
    Secretary,
    Ontario Secondary School Headmasters' Association,
    Hamilton, Ontario.

17. Professor E.A. Walker,
    Department of English, Queen's University, Kingston.

A copy of the Terms of Reference for the Committee's work is being sent with this Memorandum.

Undoubtedly the Chairman will in due course announce the procedures by which the Committee hopes to obtain the opinions and advice of the various interested individuals and organizations. If in the meantime any person finds it necessary to communicate with the Committee, it is suggested that correspondence be addressed to The Secretary, Grade 13 Study Committee, 1964, Department of Education, 44 Eglinton Avenue West, Toronto 12, Ontario.

F. S. Rivers

Chief Director of Education

TORONTO 12, February 13, 1964

ONTARIO

DEPARTMENT OF EDUCATION

The Grade 13 Study Committee, 1964

Terms of Reference

1. The Committee is asked to inquire into and report upon the nature and function of the Grade 13 year in the Ontario educational system, particularly in the light of opinions expressed frequently by responsible persons that, despite the fact that much can be said in its favour,

    (a) Grade 13 is a cram year with too much emphasis upon the memorization of factual information and upon preparation for the final Departmental examination;

    (b) the year should provide a richer educational experience than it does for all students, whether they propose to go either to universities and other institutions of higher learning or directly to some form of employment; and

    (c) the year should be a better liaison between the school programme and the programmes of the universities and other institutions of higher learning.

2. While it is not intended to restrict the Committee's authority to look into any matter which it considers relevant, to the extent permitted by the time available, the members are asked to keep in mind that the following programmes have been initiated, after considerable study in each case:

    (a) the Re-organized Programme in the Secondary Schools;

    (b) the curriculum revision programme in most subjects in all grades; and

    (c) the progressive reduction in the number of Grade 13 papers to be written by each candidate, through the replacement, in several subjects, of two papers by a single paper and of three papers by two in Mathematics.

3. Specifically, if the situation as outlined in section 1 is found to exist, the Committee is asked to recommend for the Minister's consideration,

    (a) changes which might be made immediately to improve the situation;

    (b) an ideal solution for the problems presented by the situation; and

    (c) successive steps which might be taken to implement the ideal solution, including means of determining whether the candidates concerned have met satisfactory standards for (i) graduation from secondary school, and (ii) admission to universities and other institutions of higher learning.

TORONTO, February 5, 1964

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Memorandum to Directors and Superintendents
Principals of Secondary Schools
Principals of Inspected Private Schools
Secretaries of Secondary School Boards

Re Province-wide Experimental Single Paper in Grade 13 English

Reference: Memorandum 1963-64:14 and Memorandum 1963-64:23

Principals and Grade 13 teachers of English are asked to note the procedures outlined below for the administration of the Province-wide Experimental Single Paper in Grade 13 English. The examination will be of three hours' duration and is to be written on the morning of Tuesday, March 10, 1964, by all day-school pupils of Grade 13.

1. The question paper

The question paper is mimeographed on 5 pages, 8½ inches by 11 inches, using one side only. The 5 pages are not stapled together. They will be sent to the schools in 5 separate envelopes.

It is the responsibility of the principal and of the Presiding Officer, in each case, to see that each pupil receives the 5 pages at the beginning of the examination period.

This information regarding the use of 5 separate pages is to be brought to the attention of the pupils before March 10.

Plans have been made to have the question papers arrive in the school, packaged, sealed, and addressed to the principal, several days before March 10.

2. The marking of the answer papers

Copies of the marking scheme will be sent to the principals at about the time that the question papers are sent.

The marked answer papers are to be retained in the schools until September 1, 1964, after which they may be destroyed.

3. Reporting the Marks Obtained

On or about June 1, forms will be sent to the principals for the reporting of the marks obtained on this Experimental Single Paper in Grade 13 English. The forms will have on them the names of the candidates, as well as the numbers which will be assigned to them by that date. These numbers are for use in connection with electronic data processing procedures. Principals and teachers will not be asked to fill in marks in the other columns of the form.

4. Questionnaire about the Experimental Single Paper in English, 1964

A questionnaire which will seek to obtain the opinions of teachers regarding the examination, will be sent to the Principals about April 15, 1964.

W. R. Stewart

Deputy Minister of Education

TORONTO 12, February 19, 1964

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MEMORANDUM TO: Directors and Superintendents
Principals of Secondary Schools
Secondary School Inspectors
Principals of Institutes of Technology
Principals of Vocational Centres

re: REORGANIZED ADVANCED TECHNICAL EVENING CLASS PROGRAMME.

REFERENCE: Amendments to A.T.E.C. No.1, 1960.

The reorganized programme resulted from discussions with representatives of Industry, Boards of Education, Association of Professional Engineers of the Province of Ontario, the Ontario Association of Certified Engineering Technicians and Technologists, the Ontario Industrial Education Council, and Principals of Institutes of Technology.

Three Advanced Technical Evening Course certificates will be issued in future in place of the two in the original programme. The certificates will be accepted as the educational requirements for certification as Engineering Technicians and Technologists through the Association of Professional Engineers of the Province of Ontario, for membership in the Ontario Association of Certified Engineering Technicians and Technologists.

The grade 1 certificate may be equated to the common programme for the first year Engineering Technology courses in Provincial Institutes of Technology, for entry in the second year of an Engineering Technology course.

A. Grade I Certificate (nine subjects).

1. A grade 1 certificate will be awarded to any student who completes successfully English I, Mathematics I, Mathematics II, and Physics I or Mechanics I, and five other subjects at any level, except English II and Economics, provided the student has standing in the prerequisite subjects.
2. Any grade 1 certificate is accepted as the educational qualification for certification as an Engineering Technician 2, by the Association of Professional Engineers of the Province of Ontario.

(over)

3. Any student who completes successfully the nine grade 1 subjects listed below with an overall average of 60 percent may be admitted directly into the second year of an engineering technology course in a Provincial Institute of Technology:

    1. English I
    2. Mathematics I
    3. Mathematics II
    4. Physics I
    5. Mechanics I
    6. General Chemistry
    7. Electrical Fundamentals
    8. Electronic Fundamentals
    9. Technical Drawing I

B. Grade II and Grade III Certificates (six subjects each)

1. A grade II certificate will be awarded to any student who completes successfully Mathematics III and English II, and any four of the remaining subjects, except Economics, selected from any programme shown below, provided the student has standing in the prerequisite subjects.

2. Any grade II certificate is accepted as the educational qualification for certification as an Engineering Technician 3 by the Association of Professional Engineers of the Province of Ontario.

3. A grade III certificate will be awarded to a student who completes successfully six additional subjects selected from the list below.

4. A grade III certificate in one of the programmes listed below is accepted as the educational requirement, with Mathematics IV and Economics obligatory, for certification as an Engineering Technologist by the Association of Professional Engineers of the Province of Ontario, provided the candidate's technical report is acceptable to the Certification Board of the Association, and provided that the applicant has standing in general chemistry and physics. Deviations from the suggested programmes should be cleared with the Association's Certification Board.

Mechanical.	Electrical.	Electronic.
Mathematics III	Mathematics III	Mathematics III
English II (Report)	English II (Report)	English II (Report)
Mechanics of Materials I	Electrical Equipment	A.C.Circuits
Mechanics of Materials II	A.C.Circuits	Electronic Circuits
Mechanics II	Modern Physics	Modern Physics
Metallurgy	Electrical Measurements	Pulse Circuits
Mathematics IV	Mathematics IV	Mathematics IV
Economics	Economics	Economics
Machine Design	Electrical Control Systems I	Electronic Systems I
Fluid Mechanics	Electrical Control Systems II	Electronic Systems II
Tool Design	Power Systems	Communications
Theory of Machines	Industrial Electronics	Electronic Control Systems
Workshop Technology	Electrical Machine Design	Communication Systems
Thermodynamics		

Additional subjects may be approved by the Department of Education from time to time, as the need arises.

Programmes for Chemical, Civil and Industrial Technologies will be prepared later.

1. Requirements for Admission, standards and administration, as outlined in A.T.E.C. No.1, 1960, will remain unchanged.
2. Credits in previous A.T.E.C. programmes will be transferrable for credit in the reorganized A.T.E.C. programme.
3. A revision of pamphlet A.T.E.C. No.1, 1960, will be prepared for circulation.
4. New programmes of study for each subject will be prepared for circulation prior to September, 1964.
5. These revisions will become effective in September, 1964.
6. Further information may be obtained from the Superintendent of the Technological and Trades Training Branch.

W. R. Stewart

TORONTO, February 6, 1964.

Deputy Minister of Education.

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MAR 9 1964
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MEMORANDUM TO - Principals of Secondary Schools
Principals of Inspected Private Schools

Re - Form 900 - Critic-Teaching Report

Form 901 - Application for Admission to the second College of Education summer course leading to

(i) the Interim High School Assistant's Certificate, Type B,
(ii) the Interim Occupational Certificate, Type B, (Practical Subjects),
(iii) the Interim Vocational Certificate, Type B, in Commercial Subjects, or
(iv) the Interim Vocational Certificate, Type B, in Technical Subjects.

This Memorandum applies only to those principals who have staff members who qualified for a Temporary Secondary School Certificate at the special College of Education summer course in 1963.

1. Copies of Form 900, Critic-Teaching Report, were sent to the principals concerned in October, 1963.

2. On or about March 16, 1964, copies of Form 901, with the name of the teacher entered in each case, will be sent to the principals concerned.

3. Principals are reminded that Form 901, with Form 900 attached, is to be returned to the Registrar not later than April 3, 1964.

4. In order that Departmental records may be complete, the copy of Form 901 is to be returned, with an explanatory note if necessary, for each teacher concerned, even if he has left your school and/or the profession during the year.

CABrown

Registrar.

TORONTO 12, March 11, 1964.

1963-64:52
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44 EGLINTON AVE. W.
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Memorandum to Directors of Education
Superintendents of Public Schools
Inspectors of Elementary Schools
Principals of the Teachers' Colleges

Re: Mathematics in the Elementary Schools

Copies of Curriculum I.12A (Mathematics for Grade 7) are being sent to each inspector for distribution to the schools of his inspectorate and to each Teachers' College principal for use in his College.

This course outline represents the first stage in the development of new courses in Mathematics of the Intermediate Division, for which a Departmental Curriculum Committee was established early in 1963. The Committee is continuing with the development of new courses for Grades 8, 9, and 10. These courses will be released later in temporary form as Curriculum I.12B (Grade 8), Curriculum I.12C (Grade 9), and Curriculum I.12D (Grade 10). When the series is complete, it will be adjusted and combined into one booklet as Curriculum I.12 (Mathematics: Intermediate Division). These new courses are part of an overall plan for the revision in Mathematics for Grades 1 to 13, of which the revision in Grades 11 to 13 is proceeding concurrently.

The approach in the new Grade 7 course is a recognition of the need to establish a firmer mathematical basis in arithmetic in the elementary schools. For the same reason, the Department has adopted the policy of accepting for listing in Circular 14 texts for Grades 3 to 6 which develop some of the simpler mathematical concepts.

A school principal may introduce the new course in some or all of the Grade 7 classes in his school, or he may decide to postpone introduction to some later date. This freedom of choice is a natural consequence of the need of some teacher preparation for understanding the new concepts in the course. No decision has been made as to when the Mathematics course now outlined in Curriculum I:1 will be withdrawn.

In making the decision to allow introduction on an optional basis instead of delaying until all teachers have been fully prepared, the Department is quite aware of the difficulties created by lack of uniformity but is convinced that these can be overcome by reasonable planning.

The assistance by the Department in the preparation of teachers of Grades 7 and 8 may be considered to have begun with the Departmental Summer Course of 1963. Since that time officials of the Professional Development Branch and several members of the Teachers' College staffs have been assisting in a number of local inspectorates and meeting with groups organized by the Ontario Teachers' Federation in in-service work on the new content and methods. The Department commends the elementary inspectors who have been

instrumental in encouraging the establishment of these study groups and those who have served as instructional leaders. It might be noted that immediate plans of the Department in teacher preparation include the offering of another summer course in 1964, details of which will be available in the General Announcement of 1964 Summer Courses.

It should be known that several publishers have new texts in preparation for the new Grade 7 course. Publishers who had texts prepared before the approval of the course have been asked to make certain adjustments to meet the requirement of the course before approval for listing in Circular 14 is considered. Editions of these books prepared before the course was issued are not approved and schools should wait for listing of the revisions in Circular 14 before ordering text-books for use in September, 1964.

It is recognized that new content and methods present certain problems in supervision of mathematics by the inspectors. To assist with this problem, the Department is making arrangements for several two-day conferences at certain of the Teachers' Colleges during the present school term for study of the Grade 7 Mathematics content. Each inspector and each Teachers' College master teaching mathematics will be given the opportunity to attend one of these conferences. Further details will be given later by the Superintendent of Teacher Education and by the Superintendent of Elementary Education.

H. E. Elborn

Deputy Minister of Education.

Toronto 12, February 25, 1964.

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DEPARTMENT OF EDUCATION

1963-64:53
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Memorandum to Directors and Superintendents
Principals of Secondary Schools
Secretaries of Secondary School Boards
Elementary School Inspectors
Principals of Inspected Private Schools
with copies to
Registrars of Ontario Universities

Re Date for Receiving Comments and Suggestions for the Grade 13 Study Committee, 1964

Reference: Memorandum 1963-64:48

1. Attention is drawn to the following advertisement which will appear in the daily newspapers during the week of March 9, 1964.

ONTARIO

GRADE 13 STUDY COMMITTEE

The Minister of Education has appointed a Committee to inquire into the nature and function of the Grade 13 year in the Ontario educational system.

Individuals and organizations wishing to offer for the Committee's consideration any comments on the strengths and weaknesses of the year, as well as suggestions for making it a more desirable educational experience, should present their views in writing to The Secretary, Grade 13 Study Committee, Department of Education, 44 Eglinton Avenue West, Toronto, not later than Monday, April 6, 1964.

F. A. HAMILTON
Chairman of the Committee

F. S. RIVERS
Chief Director of Education

2. It should be noted that Monday April 6, 1964 has been set as the date by which the Committee wishes to receive comments and suggestions.

W R Stewart
Deputy Minister.

TORONTO 12, March 10, 1964

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DEPARTMENT OF EDUCATION

Memorandum to Directors and Superintendents
Principals of Secondary Schools
Principals of Inspected Private Schools
Secretaries of Secondary School Boards

Re the Grade 13 Departmental Examination in Art, 1964.

The Principal is asked to bring this memorandum to the attention of Grade 13 teachers and all teachers of Art in the school.

Reference Memorandum 1963-64:40

1. The purpose of this Memorandum is to announce, for the Grade 13 Departmental examination in Art, 1964, changes in the requirements outlined in Memorandum 1963-64:40.

2. At the time when the examination paper was being drafted in September, 1963, it was found that it would be possible to place more emphasis upon practical work than had originally been expected.

   It was believed that this change would be generally acceptable to all concerned, since it gave promise of resulting in a very desirable type of paper.

3. It now appears that little, if any, inconvenience would have been caused for either teachers or pupils if the notice regarding the change from Memorandum 1962-63:44 had gone out early in October.

4. The representatives of the Department and of the Universities who are responsible for the setting of the paper are anxious that this attempt to have a proper type of paper in Art proceed successfully and that the candidates be given an opportunity to be judged in part upon the basis of work done in a normal classroom situation.

Changes

5. Accordingly, the requirement of ten pieces of flat work in the portfolio, as listed in clause (a) of section 3 of Memorandum 1963-64:40, has been changed to read, in part,

> "The portfolio is to contain five pieces of flat work selected from any part of pages 11 to 17 of Curriculum S.13."

6. Clause (b) of section 3 of Memorandum 1963-64:40 is changed to read,

> "Two drawings and/or paintings, which will be done in media of the candidate's choice, other than oil, during the last hour of the examination."

(over)

Location of Examination Centres

7. Candidates are to take the examination in Art at the school where they are taking their other examinations, even though they may have received their instruction in Art at some other school.

The reason for this requirement is that all the marks of all the candidates of a school must be entered before that centre can be processed by The Special Revising Board. If it were necessary to collect the Art marks from the records of some other school, whose papers might not be marked till several days later, unnecessary delay would result. This matter is particularly important since electronic data processing equipment is being used this year for the first time.

8. Candidates may take both the written and the practical work of the examination in the same room. If this arrangement is not convenient, they may do the written work in a classroom and the practical work in the regular Art room.

Private-Study Candidates

9. Upon the basis of various types of enquiry which have been received, private-study candidates will be permitted to take the examination, subject to the following condition.

> The Department is prepared to assist a private-study candidate who can submit a portfolio to obtain certification that the material in the portfolio is his own unaided work, provided that the Registrar is made aware of the situation on or before May 1, 1964.

However, a private-study candidate is advised to forward his application to the Principal of the school where he intends to take the examination not later than April 13, 1964, in order that the necessary arrangements may be made for the examination and that he may not be charged a late fee.

Special Cases

10. Situations which require special attention beyond the provisions outlined in this memorandum should be brought to the attention of the Registrar not later than May 1, 1964, and preferably at an earlier date.

Results of the Examination

It is expected not only that this year's experience will provide for each candidate a mark which represents fairly his mastery of the course but also that it will form the basis for further study and improvement of the examination in Art.

W. R. Stewart

Deputy Minister of Education

TORONTO 12, March 23, 1964.

1963-64:55
6400

MAR 30 1964
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DEPARTMENT OF EDUCATION

MEMORANDUM TO: DIRECTORS AND SUPERINTENDENTS
PRINCIPALS OF SECONDARY SCHOOLS
SECRETARIES OF SECONDARY SCHOOL BOARDS
PRINCIPALS OF INSPECTED PRIVATE SCHOOLS

RE: 1. Ontario Forest Ranger School, Dorset
2. School Library Quarters in New Construction
3. Estimated Enrolment in Grades 12 and 13

1. Ontario Forest Ranger School, Dorset

The Ontario Forest Ranger School conducts a general diploma course in each calendar year. The diploma course is a technical course for selected applicants who have a minimum of Grade 10 standing, with preference given to those with Grade 12 or 13, and who are interested in a career in forestry, fish and wildlife, and other allied occupations, but who do not wish to attend university at this time.

Those who successfully complete the diploma course are qualified for positions of responsibility between those of the average woodsman and the university graduate in forestry or biology. Graduates of the diploma course are now employed by the provincial and federal governments and the industry as forest rangers and technicians, conservation officers, cruisers, scalers, foremen, fish and wildlife technicians, research assistants, park rangers, etc.

Students who are interested in obtaining further information are invited to consult with their guidance counsellors or write direct to the School at Dorset.

2. School Library Quarters in New Construction

The Reorganized Programme will require a more diversified book collection in the library to supply source materials for the increased number and variety of subjects taught. Under the Federal-Provincial Technical and Vocational Training Agreement, special provision has been made for grants on library books in the practical aspects of vocational subjects (Ref: Memorandum 1963-64:41). There will be a great need for special reading for slow learners in the Two-Year and Occupations Programmes. Subject teachers are now employing techniques requiring more reading and investigation. Our public libraries in some centres are overrun by secondary school students seeking material for assignments because there are not sufficient books in their school libraries.

Any one of these developments will increase the demand for more books; together they add up to the need for substantially larger book collections in school libraries than has been considered necessary before. It seems reasonable, therefore, to consider the provision of 10 books per pupil to be a realistic minimum for libraries in new schools. As adjustments are made in existing libraries, this figure should be used as an objective.

When the ultimate size of the book collection has been decided, the shelving required to accommodate that collection can be easily estimated. The standard formula for library shelving, which is used by libraries and architects planning libraries, is as follows:

(Over)

a. 8 books per running foot of shelf space
b. 24 books per standard 36" shelf
c. 144 books per standard shelf section of 6 shelves
   168 books per standard shelf section of 7 shelves
d. 10,000 books require 70 6-shelf sections
   60 7-shelf sections
e. combinations of 6 and 7-shelf sections to obtain the required total shelving.

The standard section of library shelving is 36" wide, 84" or 87" high, 8" deep.

There are 35 sections in the reading room of the classroom library plan provided in the Department's publication Planning Secondary School Libraries (Ref: Memorandum 1962-63:59). This plan should be used as a basis to determine what facilities and furniture are needed in new library quarters. It provides shelf space sufficient only for a library in a relatively small school of 500 - 800 pupils.

Planning for a school library should begin with the two determining factors: (a) ultimate enrolment (if possible) (b) extent and nature of the instructional programmes. These factors will indicate the size of the book collection, and the quantity of other library materials, that will be required to serve the school. The library, then, must be large enough to accommodate the resources and services decided upon.

3. Estimated Enrolment in Grades 12 and 13

In order to plan effectively the administration of tests in Grades 12 and to forecast the enrolment in post-secondary institutions in the immediate future, the Department of Education seeks up-to-date estimates of enrolments in Grades 12 and 13 for September 1964 and September 1965 which will be compiled and used by the Department of Educational Research.

Principals are requested to complete and return the enclosed form.

S. D. Rendall
Superintendent of Secondary Education.

TORONTO, March 18, 1964.

1963-64:56
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APR 9 1964
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UNIVERSITY OF TORONTO

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DEPARTMENT OF EDUCATION

MEMORANDUM TO: DIRECTORS AND SUPERINTENDENTS
PRINCIPALS OF SECONDARY SCHOOLS
SECRETARIES OF SECONDARY SCHOOL BOARDS
PRINCIPALS OF INSPECTED PRIVATE SCHOOLS

RE: 1. National School Telecast Series
2. History and Economics, Grades 11 and 12, Four-Year Programme
3. Departmental Summer Courses in Mathematics

1. National School Telecast Series

In 1964, the C.B.C. will present the following four television programmes in French entitled "Visite Au Québec".

	DATE	TIME	TITLE
First Episode:	Tuesday, May 5	10.10 - 10.30 a.m.	"Le Départ"
Second Episode:	Tuesday, May 12	"	"La Vieille Capitale"
Third Episode:	Tuesday, May 19	"	"La Plage"
Fourth Episode:	Tuesday, May 26	"	"Le Phare"

These programmes, intended for enrichment, will appeal to pupils of all high school grades. The diction is deliberate and clear, the vocabulary is simple and of high frequency, and the photography and action are good.

A copy of a synopsis of the story of each episode, accompanied by a list of the common words used will be sent to schools for distribution to teachers.

Teachers would be well advised to have the pupils learn these words and read the summaries before watching the telecasts. These materials are not subject to copyright restrictions and teachers may make whatever use of them they wish. They will reach the schools towards the end of April.

2. History and Economics, Grades 11 and 12, Four-Year Programme

As pupils will enter Grade 11 of the Four-Year Programme in September, 1964, attention is directed to the obligatory subjects of History (The Development of Modern Civilization) and Economics (Elements of Economics) which are outlined for that programme in Curriculum RP.9. History is to be studied in Grade 11 and Economics in Grade 12 as a subject sequence. No provision is made for a change in the order of this sequence.

Unless a school has a sufficient number of teachers to establish a department of Economics within the definition of "department" given in Regulation, Secondary Schools, the subject will fall within the jurisdiction of the department

(Over)

The Final Marks of Geography, Part I, and Geography, Part II, will be averaged in the normal manner if both are pass marks, or by the double deficiency rule if one is slightly below 50, to obtain the Geography Mark for diploma purposes for entry in the right-hand column. If the pupil has attempted both parts of the subject, an entry is to be made in that column, whether or not the Final Mark in Geography is a pass or a failure.

5. In Latin, the Term (confidential) Mark assigned by the teacher and the Departmental Examination Mark will be averaged to obtain the Final Mark. Where the principal and his staff, or part thereof, acting as a revising board, consider that the average so calculated is grossly unfair to the pupil, an adjusted Final Mark may be assigned provided that an asterisk is entered after the mark.

6. In Technical Subjects where only one Term (confidential) Mark is recorded in a school for the major shopwork subject of Grade 12, it will be entered under Term Mark (Practical) and averaged with the Departmental Examination Mark to determine the Final Mark used on Form 360C. Where two Term Marks in theory and practical work are recorded, they will be averaged and the result then averaged with the Departmental Examination Mark. Where the principal and his staff, or part thereof, acting as a revising board, consider that the Final Mark so calculated is grossly unfair to the pupil, an adjusted Final Mark may be entered in the right-hand column provided that an asterisk is entered after the mark.

7. Where Grade 12 Departmental Examinations conflict with Grade 13 Departmental Examinations for any pupil, he will be excused from the Grade 12 Departmental Examination and, at the discretion of the principal, will be given a Final Mark in Grade 12 based on his Term Mark or will be given, at another time, an examination set by the teacher. Evening-class candidates will not be required to write the Grade 12 Departmental Examinations; the principal will submit a mark on the basis of tests and examinations set for these candidates. For private-study candidates, the principal, if he wishes, may use the Grade 12 Departmental Examinations in Geography and Latin but only on the dates and at the times assigned to these examinations.

8. Where unusual situations prevail in a school and affect the standing of pupils, the principal may indicate these in a separate letter accompanying the Student Summary Sheet. Where only one or two pupils are affected, a marginal comment opposite the pupils' names is usually appropriate. Comments on the Algebra Test, the Departmental Examinations, or the marking schemes will be welcomed in order that practice regarding objective tests and Departmental Examinations may be determined for 1964-65 and subsequent years.

S. D. Rendall

S. D. Rendall
Superintendent of Secondary Education.

TORONTO, April 15, 1964.

1963-64:58
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DEPARTMENT OF EDUCATION
44 EGLINTON AVE. W.
TORONTO 12, ONTARIO

APR 27 1964
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MEMORANDUM TO DIRECTORS AND SUPERINTENDENTS
PRINCIPALS OF SECONDARY SCHOOLS
PRINCIPALS OF INSPECTED SCHOOLS
SECRETARIES OF SECONDARY SCHOOL BOARDS

RE EXTENSION OF ONTARIO STUDENT-AID LOAN PROGRAMME

Sample copies of the forms in connection with the Ontario Student-Aid Loan Programme have been sent to you. Your attention is now called to the fact that the Loan Programme has been enlarged to include post-Grade 12 students attending the following schools:

1. Ontario Forest Ranger School, Dorset, Ontario -- one-year course (January to December).
   Students attending this course may apply for loans after they have completed the first term, provided that they have at least third-class standing.

2. The Provincial Institute of Automotive and Allied Trades, Toronto
   The Provincial Institute of Trades, Toronto
   The Provincial Institute of Trades and Occupations, Toronto
   Ontario Vocational Centres at London and Ottawa
   Students attending full time in one-year or two-year courses at any of these schools may apply for loans after they have completed the fall term of their first year, provided that they have at least third-class standing.

The general requirements for loans, as outlined in the Announcement of the Loan Programme, will pertain to students attending the schools mentioned above. Application forms will be available from the principal of the school when the students have completed the first term.

W. R. Stewart

W. R. Stewart
Deputy Minister of Education

TORONTO, April 1, 1964.

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DEPARTMENT OF EDUCATION

MAY 5 1964
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Memorandum to Directors and Superintendents
Principals of Secondary Schools
Principals of Inspected Private Schools
Secretaries of Secondary School Boards

Re Province-wide Experiment in the
Assignment of a Writing Mark in
Grade 13 English, 1963-64

Reference Memorandum 1963-64:23

The Principal is asked to bring this memorandum to the attention of all Grade 13 teachers of English.

1. Section 2(a), (b), and (c) of Memorandum 1963-64:23 included instructions to teachers regarding the method to be followed in obtaining a writing mark (out of 100) for each Grade 13 student who is taking English Composition this year.

2. In section 2(b) of Memorandum 1963-64:23 it was stated that teachers would be asked to submit to the Department four of the essays upon which the mark is based. The four will not include the longer literary essay.

3. The purpose of this Memorandum is to outline the procedures by which (a) the mark for each pupil, and (b) the four essays concerned are to be sent to the Department.

4. Principals and teachers will appreciate the magnitude of the task involving the handling of over 120,000 essays. Their co-operation is sought for the procedures outlined below.

   It may be noted that the study of the essays submitted will be an undertaking quite apart from the marking of the Grade 13 Departmental examination papers in English Composition and English Literature of 1964.

5. Submission of the Composition (writing) mark (out of 100) for each student, referred to in section 2(a), (b), (c), and (d) of Memorandum 1963-64:23.

   One of the carbon copies of the Tally List of Grade 13 Candidates (to be sent to the Principals before June 1) is being printed in such a way that opposite each candidate's name can be entered, at the school, (a) the mark on the Experimental Single Paper in English, ESPE, and (b) the writing mark (out of 100).

   Note that these two are the only entries to be made at the school. The other columns on the Form will be completed at the Department.

(over)

1963-64:60
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ONTARIO

DEPARTMENT OF EDUCATION

MEMORANDUM TO: Directors and Superintendents
Principals of Secondary Schools
Secretaries of Secondary School Boards
Principals of Inspected Private Schools

Re Distribution of Curriculum RP-48, Man in Society

Reference: Memorandum 1963-64:45

Copies of this publication containing an optional course for Grade 11 or Grade 12 of the Four-Year Programme are being sent to the schools. Principals are asked to distribute them to the teachers concerned.

For 1964-65 this option will be restricted to the following six selected schools whose teachers of the subject will work with the curriculum committee during the school year.

London South Secondary School
Crestwood Secondary School, Peterborough
Wallaceburg District Secondary School
Thos. A. Blakelock High School, Oakville
Harbord Collegiate Institute, Toronto
Guelph Collegiate Vocational Institute

The course will be available as an option to all schools which choose to offer it in 1965-66.

Prospective teachers of the subject may prepare themselves by obtaining the academic credits for endorsement in Psychology or Sociology, or by attending the Type A seminar in Psychology and Sociology in the summer of 1965.

It is expected that a text-book will be listed in a supplement to Circular 14.

W. R. Stewart

Deputy Minister of Education.

TORONTO 12, April 14, 1964.

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DEPARTMENT OF EDUCATION

Memorandum to Directors and Superintendents
Principals of Secondary Schools
Secretaries of Secondary School Boards
Principals of Inspected Private Schools

Re
1. Mathematics Grades 11 and 12 - School Year 1964-65
2. New Approach Mathematics - Grades 9 and 10
3. Departmental Summer Courses in Mathematics
4. New Type A Course - English and Russian
5. Physics - Grade 11

1. Mathematics Grades 11 and 12 - School Year 1964-65

Attention is directed to Curriculum S.12A (MATHEMATICS, Grade 11, Five-Year Program, ALL Branches), which requires that the new Grade 11 course be introduced in September, 1964. Principals of small schools where Geometry and Algebra, as outlined in Curriculum S.12, have been taught in alternate years, are reminded that it will not be possible to teach Grades 11 and 12 as one group henceforth.

If Geometry has been taught in both Grade 11 and Grade 12 in 1963-64, the students proceeding to Grade 12 in 1964-65 should take Algebra, and the new Grade 11 students must take Mathematics Grade 11 as set forth in Curriculum S.12A. If Algebra has been taught in both Grade 11 and Grade 12 in 1963-64, the students proceeding to Grade 12 in 1964-65 should take Geometry, and the new Grade 11 students must take Mathematics Grade 11 as outlined in Curriculum S.12A.

2. New Approach Mathematics - Grades 9 and 10

Since September, 1959, a number of secondary schools have conducted trials of experimental material in mathematics. As a result, Curriculum RP-12 (1961) gave permission for the introduction in Grade 9 of the topics usually associated with the "number structure" approach in Algebra. In June, 1962, two text books which feature the new approach were approved for optional use in Grade 9 and, in 1963, two text books were authorized for optional use in Grade 10 of the Five-Year Program. It is estimated that over 50 per cent of the pupils in Grade 9 of the Five-Year Program are using one of the new text books.

To ensure a reasonable degree of uniformity, it is desirable that all schools adopt the new approach in Grade 9 of the Five-Year Program in September, 1964. If the new approach is used with Grade 9 students in the Four-Year Program, it is important that the provisions of RP-12, page 1, General Observations, Section 2 (a), be followed.

If the new approach Mathematics was used in Grade 9 in 1963-64, it is desirable that this approach be continued in Grade 10 in 1964-65. If the new approach was not followed, it is permissible to remain on the traditional course in Grade 10 for 1964-65.

A memorandum outlining the approximate timing for compulsory and supplementary topics for Grades 9 and 10 will be sent to schools at a later date.

If it is necessary to purchase copies of traditional mathematics text books for Grade 10 for 1964-65, principals and boards are reminded that expenditures for used text books will qualify for General Legislative Grant purposes.

(Over)

The Intermediate Division Curriculum Committee has prepared a new course which features the new approach for use in Grade 7. Work on a new Grade 8 course is well advanced and new courses for Grades 9 and 10, consecutive in content, will be undertaken.

3. Departmental Summer Courses in Mathematics

Attention is directed to Section 3 of Memorandum 1963-64:56 with respect to summer courses in the new approach Mathematics for teachers of Grades 9, 10, and 11. Residential accommodation at the University of Waterloo from August 17 to 21 is available for a limited number of applicants. Applications for accommodation should be made to the University: Miss Hurtell, University Housing Service, 162 Elgin Crescent, Waterloo

4. New Type A Course - English and Russian

A new section, #16a, English and Russian, has been added to Circular 649 (1963) issued to the schools with Memorandum 1962-63:37 on March 8, 1963. It will read as follows:

English and Russian

Credits - at least 42

Either (a) or (b)

(a) English - at least 21 credits
Russian - at least 21 credits

(b) Major subject: either English or Russian - at least 24 credits

Minor subject: either Russian or English - at least 15 credits

5. Physics - Grade 11

The new course in Grade 11 Physics, Curriculum S17B, has focused a great deal of attention on experimental work. Careful examination of the Inspectors' Reports submitted during the past few months shows that a substantial number of teachers have attempted to teach the mechanics section of the course without experiments and have placed too much stress on the solving of problems. For the 1964-65 term principals are asked to bring this memorandum to the attention of the teachers concerned.

S. D. Rendall
Superintendent of Secondary Education.

TORONTO, April 21, 1964.

1963-64:62
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ONTARIO
DEPARTMENT OF EDUCATION

44 EGLINTON AVE. W.
TORONTO 12, ONTARIO

Memorandum to Directors and Superintendents
Principals of Secondary Schools
Elementary-School Inspectors
Secretaries of Secondary School Boards
Principals of Inspected Private Schools

(This Memorandum is not applicable to Private Schools.)

Re Certificates and Statements of Standing below the level of the Secondary School Graduation Diploma, available for Certain Pupils of Elementary and Secondary Schools in June, 1964.

1. The Intermediate Certificate will not be issued in June, 1964. Intimation of the discontinuance of this Certificate was given in Circular H.S.1, Requirements for Diplomas, 1963-1964 and in Circular H.S.1, Requirements for Diplomas, 1964-1965.

2. The following Certificates and Statements of Standing will be available for pupils at the end of June, 1964.

    (a) Certificate of Standing, Two-Year Programme

    This Certificate of Standing will be issued by the Department of Education upon the report of the secondary school principal and the recommendation of the Superintendent of Secondary Education, and will be signed by the Minister of Education and the Principal of the School.

    It will be granted to a candidate who has completed successfully Grades 9 and 10 of the Two-Year Programme in one of the Branches.

    The wording will be approximately as follows.

Department Crest
CERTIFICATE OF STANDING
TWO-YEAR PROGRAMME

This Certificate of Standing in the Two-Year Programme is granted to ________, a pupil of ________, who was regularly promoted to Grade 9 and who has completed successfully in a secondary school, in accordance with the regulations prescribed for the Department of Education of Ontario, the Two-Year Programme in the ________ Branch.

Dated at __________
the ________ day of ______19__

____
Minister of Education

____
Principal of School

Note: The Principal is to report to the Department on Examination Form 167B the names of the candidates who are being recommended for the Certificate of Standing, Two-Year Programme.

(b) Certificate of Training

This Certificate of Training will be issued by the Department of Education upon the report of the Principal and the recommendation of the Superintendent of Secondary Education, and will be signed by the Minister of Education and the Principal of the School.

It will be granted to a candidate who has completed successfully a one- or two-year course of study in the Occupational Programme.

The wording will be approximately as follows.

Department Crest
CERTIFICATE OF TRAINING

This Certificate of Training is granted to ________, a pupil of __________, who has completed successfully in a secondary school, in accordance with the regulations prescribed for the Department of Education, a __________-year course of study of the Occupational Programme
one or two
in which he received training in the following skill(s): ____________

Dated at ___________
the ____ day of _______ 19 ___

____
Minister of Education

____
Principal of School

Note: The Principal is to report to the Department on Examination Form 167C names of the candidates who are being recommended for the Certificate of Training.

(c) Statement of Standing

This Statement of Standing, copies of which will be supplied to the schools by the Department of Education on or about June 1, is to be issued by the Principal of the school.

It is to be issued, upon his request, to a pupil who has left a secondary school and who has completed successfully,

(a) Grades 9 and 10, or 11 of the Five-Year Programme in one of the Branches;

(b) Grades 9 and 10, or 11 of the Four-Year Programme in one of the Branches.

The wording will be approximately as follows.

Department Crest
STATEMENT OF STANDING

This Statement of Standing is granted to ________, a pupil of __________, who has completed successfully in a secondary school, in accordance with the regulations prescribed for the Department of Education, Grade ______________ of the ___________-Year Programme in
9 and 10, or 11 Five or Four
the _______ Branch and has in addition attended classes in this school for _____ months in Grade ________ up to ______________.
11 or 12 Date of Leaving

Dated at __________
the _______ day of ______ 1964

____
Principal of School

Note 1. This Statement of Standing is intended primarily for the pupil who does not expect to attend any other secondary school. Where a pupil is known to be transferring directly to some other school in Ontario or elsewhere, the usual arrangements for transfer of records will apply.

Note 2. The Principal is to report to the Department on Examination Form 167A the name of each candidate to whom he has issued a Statement of Standing for successful completion of Grade 10 or 11 at the end of June 1964.

The Report will include only those grades which have been completed satisfactorily, although the Statement of Standing will indicate partial completion of the next grade.

It is expected that in the future the year-end report will include also the name of each candidate to whom a Statement of Standing has been issued subsequent to the previous June 30.

(d) Statement of Standing (for Elementary-School Pupils)

This Statement of Standing, copies of which will be supplied by the Department of Education to Elementary-School Inspectors on or about June 1, is to be issued by the Elementary-School Inspector, upon the recommendation of the Elementary-School Principal, to each pupil who has completed successfully Grade 9 and 10 in an elementary school, whether or not the pupil proceeds to a secondary school.

This Statement of Standing is to be signed by the Elementary-School Inspector.

The wording will be approximately as follows.

(Over)

Department Crest
STATEMENT OF STANDING

This Statement of Standing is granted to ____________, who
(name of pupil)
has been a pupil of ____________, operated by ____________, and
(name of school) (name of Board)
has completed successfully Grades 9 and 10 in accordance with the Regulations prescribed for the Department of Education.

Dated at ____________
the _____ day of _________ 1964

____
Elementary-School Inspector

Note 1. The Elementary-School Inspector is to report to the Department of Education on Examination Form 167D the names of each candidate to whom he has issued a Statement of Standing at the end of June 1964.

3. The co-operation of Secondary School Principals and Elementary-School Inspectors is requested, particularly in the issuing and reporting of the Statements of Standing. It should be noted that the reports mentioned in this Memorandum constitute the only Departmental record of standing which pupils obtain at the Grade 10 or 11 level.

Suggestions for improvement in the recording and reporting of the standing concerned should be addressed to one of the undersigned.

W.R.Stewart
Deputy Minister

H.E. Elborn
Deputy Minister

TORONTO 12, April 30, 1964

1963-64:63
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DEPARTMENT OF EDUCATION

MAY 11 1964
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Memorandum to Directors and Superintendents
Principals of Secondary Schools
Principals of Inspected Private Schools
Secretaries of Secondary School Boards

Re (1) the Grade 12 Departmental Examinations in Geography, Part II, and Latin

(2) the Grade 12 Departmental Examinations in Technical Subjects

Reference Memorandum 1963-64:12
Memorandum 1963-64:13
Memorandum 1963-64:44
Memorandum 1963-64:46
Memorandum 1963-64:57

(1) the Examinations in Geography, Part II, and Latin

1. The Grade 12 Departmental Examinations in Geography, Part II, and/or Latin are to be written by all pupils of the General Course in a secondary school or an inspected private school, who

   (a) have been in regular attendance in Grade 11 or 12 of the day classes of the school in one or both of Geography, Part II, and Latin, during the school year, 1963-64; and

   (b) wish to obtain Grade 12 standing in one or both of Geography and Latin at the end of the school year, 1963-64.

2. For pupils who have taken the work in Geography, Part II, and Latin at evening classes, the principal is asked to make examination arrangements similar to those of former years.

   For private-study students, the principal, if he wishes, may use the Grade 12 Departmental Examinations in Geography, Part II, and Latin, but only on the afternoons of June 10 and 11, respectively.

   For pupils or classes who have a conflict on June 10 and 11 between Grade 13 and Grade 12 examinations, the teacher's confidential (term) mark may be used in lieu of the Grade 12 Departmental Examination mark. If the principal considers it necessary or desirable, examinations in Geography, Part II, and Latin set by the teacher may be written at another time.

   The principal may recommend a pupil for standing upon medical or compassionate grounds, but only if he has received documentary evidence of the reason therefor. However, he is not to submit this evidence to the Registrar unless he is requested to do so.

(over)

3. Each of the examinations will be a two-hour paper and will reasonably cover the full Grade 12 course. The examination in Geography, Part II, will include, in addition to the essay-type questions, one question concerning the interpretation of a portion of a topographic map. The reproduction of this map will be in black and white. The format of the examination in Latin was explained in Memorandum 1963-64:13.

   The Geography, Part II, examination will be written on Wednesday, June 10, and the Latin will be written on Thursday, June 11, during the period between 1.30 p.m. and 3.30 p.m.

4. On or about May 29, the required number of Geography, Part II, and Latin papers will be sent by registered post to each principal concerned. Copies of the Latin examination printed in French will be sent to each principal who has requested them.

5. On or about June 9, copies of the marking scheme will be sent by registered post to each principal concerned. The inner envelope containing these copies is not to be opened until after the examination has been written.

6. The answer papers are to be marked by the teachers of Grades 11 and 12 who are concerned, under the direction of the principal and in accordance with the marking scheme provided by the Department. The name of the teacher who marks the paper is to be entered under the pupil's mark. Collaboration among Geography and Latin teachers in neighbouring schools may be encouraged.

7. The answer papers are to be retained by the principal until May 31, 1965.

8. The Registrar may require that certain answer papers of each school be sent to the Department after they have been marked.

9. The Minister may arrange to have the marking of a number of papers checked at the Department and, where in his opinion such action is necessary, may have comments sent to the principal for his guidance in the marking of future papers.

10. On or before Friday, June 1, each Grade 11 or 12 teacher of Geography, Part II, and Latin is to submit to the principal, for each of the pupils concerned, a confidential (term) mark which in the teacher's opinion indicates the pupil's proficiency upon the basis of his year's work.

11. (a) The final mark in Geography, Part II, and Latin is to be the average of (i) the (term) mark mentioned in section 10 above, and (ii) the mark obtained on the Grade 12 Departmental Examination, each on the basis of 100 marks.

    (b) The assigned mark to be entered for Latin on Exam.Form 360A is to be the mark as described in part (a).

    (c) The assigned mark to be entered for Geography on Exam.Form 360A is to be the average of (i) the final mark in Geography, Part I, and (ii) the final mark in Geography, Part II.

Note: The principal is reminded that despite the information given in (a), (b) and (c) above, he must accept responsibility, as far as his school is concerned, for the recommendations for the Secondary School Graduation Diploma.

12. The following instructions for Presiding Officers are adapted from the instructions for the Grade 13 Departmental Examinations.

    1. The principal of a secondary school or of an inspected private school shall be the chief presiding officer in his school and the members of his staff shall be assistant presiding officers.

    2. The chief presiding officer shall,

        (a) make satisfactory arrangements for the conduct of the examinations in his school;

        (b) arrange that a teacher does not preside over pupils writing an examination for which he has prepared them;

        (c) accept, and be responsible for the safekeeping of the registered packet containing the question papers;

        (d) compare the number of question papers marked on the envelope with the number of expected candidates;

        (e) telegraph or telephone to the Registrar (Toronto, 365-2621) if more question papers are required;

        (f) arrange for the opening of the question envelope in the presence of the candidates immediately before the commencement of the examination; and

        (g) arrange for the board or the authorities of the private school, as the case may be, to provide the necessary supplies for the examination.

13. Each candidate is to write his name, the designation of his form or class, and the name of the school,

    (a) on the outside of each examination book; and

    (b) on the map sheet in Geography, Part II, and the objective-type item sheet in Latin.

14. The officials of the Department are keenly interested in this marking of Departmental examinations by the teachers in their own schools, and will appreciate comments regarding the marking scheme and marking procedures, preferably as early as possible after July 1, 1964.

(over)

(2) the Examinations in Technical Subjects

1. The examination will be written on Tuesday, June 9, during the period between 9 a.m. to 11 a.m.

2. The arrangements for the writing and the marking of the examination will be the same as those for Geography, Part II, and Latin, as stated in this memorandum.

3. Directions for the use of the marks are given in Memorandum 1963-64:57.

4. Re Drafting instruments and books of tables for the examinations in Technical Subjects.

   The chief presiding officer shall see that pupils are supplied with, or have been notified to bring any drafting instruments, books of mathematical tables or manuals which are normally required for examinations in these subjects.

5. Slide-rules may be used on the examinations in the Technical Subjects of Grade 12.

W. R. Stewart

Deputy Minister of Education

TORONTO 12, April 17, 1964.

1963-64:64
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ONTARIO
DEPARTMENT OF EDUCATION

44 EGLINTON AVE. W.
TORONTO 12, ONTARIO

Memorandum to Secondary School Principals
Principals of Inspected Private Schools

Re the Writing of Answers to Questions on the Grade 13 Departmental Examination Papers

Principals are asked to have the contents of this memorandum brought to the attention of all Grade 13 teachers and all Grade 13 candidates.

A student who is attempting to prove that he is entitled to a Secondary School Honour Graduation Diploma or that he is worthy of admission to a university or other institution of higher learning should realize that he will be judged, in part at least, by the appearance and general style of his answer papers on the Grade 13 Departmental examinations. It is surely not too much to expect that these papers be legible, neat, and well organized, giving some evidence of maturity in form as well as content.

A legitimate part of the preparation for the writing of examinations which teachers should give their pupils consists in training them to observe the following rules.

1. Read carefully the whole of a question before the answer to any part is attempted, with due attention to the significance of key words which direct the student's effort as regards the length or the nature of the answer. Such words as briefly or concisely, or such directions as describe, compare, contrast, discuss, show how, explain the difference, illustrate, account for, criticize, include, exclude are used deliberately and should be heeded. In this general connection, the pupil should be trained also in the budgeting of available time so that an undue amount is not spent on any one question.

2. Number clearly the answers to questions and parts of questions, with special attention to any choice of options. Where a student has attempted more than one option or has submitted more than one answer to a question and has not struck out either one, a penalty is imposed in the marking.

3. (a) Double-space the answers in the language papers and avoid undue crowding on all papers.

   (b) Do rough work on the blank or left-hand page adjacent to the final answer, not in a separate examination book.

   (c) Do not tear out or insert pages in the examination book.

(over)

4. (a) Write legibly. Too often the handwriting of a candidate is so poor that it obscures the meaning and results in loss of marks. Pencils are not to be used for the writing of the final answer. Only blue ink is to be used.

   (b) Give general attention to correct spelling. It is not unusual to find candidates misspelling words which occur on the question paper itself.

   (c) Make accents in language papers distinct and unambiguous.

5. The following specific suggestions regarding the papers in English will be of interest to teachers of other subjects as well.

   (a) In the organization of answers to questions involving comparison and contrast, pupils should be instructed to deal with one point of comparison or contrast at a time. Many students make the mistake of dealing with all points on one selection before making any reference to the second and thus fail to make the specific comparisons required.

   (b) For the correct organization of essay-type answers in English Literature, see suggestions on pages 2 and 3 of Circular S.4C for 1963.

   (c) Students should be instructed to read and analyze English Literature questions carefully, underline key words, and answer precisely what the question requires. A great deal of practice in the analysis of questions and the organization of written answers is needed.

   (d) In the definition of words students require specific instruction and practice in correct form; e.g., an adjective must be defined by the use of an adjective phrase, or another adjective.

   (e) Circular S.4C calls attention to the serious penalties in English Composition resulting from irrelevancy and plagiarism.

6. There are penalties provided for violation of the regulations laid down for the conduct of the Grade 13 Departmental examinations. It is the responsibility of all principals to see that candidates are made thoroughly familiar with these regulations (Regulation for Grade 13 Departmental Examinations, printed in Exam. Instructions No. 5) before they enter the examination room.

7. Proper training in the observance of the above standards in written work is of distinct benefit to every student. It should not, however, be postponed to the final year of the secondary school course and certainly not to the final few days of that year.

W. R. Stewart

Deputy Minister of Education

TORONTO 12, April 28, 1964

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44 EGLINTON AVE. W.
TORONTO 12, ONTARIO

Memorandum to Directors and Superintendents
Principals of Secondary Schools
Secretaries of Secondary School Boards
Principals of Inspected Private Schools

Re the Grade 13 Departmental Examinations, 1964

The Principal is asked to bring this Memorandum to the attention of the Grade 13 teachers and candidates.

1. Re the Grade 13 Certificates in 1964

In 1964, the Grade 13 certificates will be produced by electronic data processing equipment.

By the same process,

(a) a list of all his candidates with their marks will be sent to each principal; and

(b) a list of all candidates with their marks will be sent to the Registrar of each Ontario university.

The sending of the lists to the universities will make it unnecessary for candidates to obtain duplicate copies of their 1964 Grade 13 certificates for submission to universities in case of multiple applications for admission. Accordingly, the Regulation for Grade 13 Departmental Examinations is being amended to read in part as follows:

> "No duplicate statement of standing for the Grade 13 examinations of 1964 and subsequent years shall be issued for the purpose of admission to an Ontario university."

The Registrars of the Ontario universities have agreed to this arrangement. Principals are asked to make it clear to candidates that there is no point in their asking the Department of Education to send duplicate statements of their 1964 Grade 13 standing to Ontario universities, since this cannot be done. The Department will continue to send, upon the candidate's request and payment of the necessary fee, duplicate statements of Grade 13 standing for 1963 and former years.

2. Re Examination Numbers for Candidates

For the purposes of electronic data processing each candidate will be assigned an Examination Number which will be shown on the Tally List to be sent to Principals on or about June 1.

(over)

Principals are asked to inform candidates that the Examination Number is to be entered on the outside of the answer envelope in each case but that it is not to be entered on the examination books.

3. Test of Listening Comprehension on the French Authors paper

The test in dictation and the test in listening comprehension on the French Authors paper are recorded on the two sides of the record. The test in listening comprehension is similar to the practice test on the reverse side of the dictation record of 1963.

4. The Use of Calculus on Grade 13 Papers

From time to time the question is asked whether solutions by the use of calculus are acceptable on the Grade 13 Departmental examination papers. Such a solution is acceptable at face value on the Problems paper. It is not given full credit on the other mathematics papers since the primary objective in them is to test the candidate's mastery of the standard procedures.

5. The Secretarial Practice Examination

This examination may be written only at certain secondary schools having large commercial departments. The advance instructions in part are as follows: "since a part of the examination will be dictated, it is essential that the presiding officer be an experienced teacher of senior secretarial work, but not the teacher who taught the candidates".

Principals who receive applications to write this paper should refer the candidates to the Registrar, Department of Education, 44 Eglinton Avenue West, Toronto 12, if suitable teachers and suitable office equipment are not available at the school.

6. The Art Examination

This examination may be written only at certain secondary schools or inspected private schools having a room with facilities suitable for the teaching of Art.

Principals who receive applications from private-study candidates to write this paper should refer the applicants to the Registrar, Department of Education, 44 Eglinton Avenue West, Toronto 12, if they do not have an Art room in the school.

It will not be possible for privately-prepared candidates to write the Art examination at the University of Toronto centre.

7. Re the $5 Fee for Candidates who have received a Confidential Mark of less than 35 in a Paper

Principals are reminded that this fee is continued for the Grade 13 Departmental Examinations of 1964 and that private-study candidates are included under this provision.

W. R. Stewart

Deputy Minister of Education

TORONTO 12, May 5, 1964

1963-64:66
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ONTARIO
DEPARTMENT OF EDUCATION

44 EGLINTON AVE. W.
TORONTO 12, ONTARIO

Memorandum to Directors and Superintendents
Principals of Secondary Schools
Elementary School Inspectors
Principals of Inspected Private Schools
Secretaries of Secondary School Boards

Re the Use of the Teacher's Identification Number for Filing Purposes

Arrangements have been made to change the method of filing Teachers' Files in the Department of Education, from the alphabetical system to a system based upon the Teacher's Identification Number.

Many teachers are aware that the Teachers' Superannuation Commission, which assigns the Teacher's Identification Number to those who are contributors to the Superannuation Fund, has used the number for filing purposes for the past six or seven years.

Secondary school principals and elementary school inspectors are asked to bring this matter to the attention of the teachers in the schools. Teachers are asked to use the Teacher's Identification Number when writing to the Department of Education. The number should be written at the upper right-hand corner of the sheet, above the address.

It is assumed that the Teacher's Identification Number has already been assigned to each person who is a contributor to the Superannuation Fund. However, if any teacher does not have a number, he or she should write direct to Mr. J.R. Causley, Secretary, Teachers' Superannuation Commission, 204 Richmond Street West, Toronto giving the full name and date of birth.

W.R. Stewart
Deputy Minister

H.E. Elborn
Deputy Minister

TORONTO 12, May 6, 1964

MAY 14

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DEPARTMENT OF EDUCATION

44 EGLINTON AVE. W.
TORONTO 12, ONTARIO

Memorandum to Directors and Superintendents
Principals of Secondary Schools
Principals of Inspected Private Schools
Secretaries of Secondary School Boards

Re the Grade 13 Departmental Examination in Art, 1964.

Reference Memorandum 1963-64:40
1963-64:54

1. Re Special Instructions for the Chief Presiding Officer

Special confidential instructions regarding this examination will be sent by registered post to the chief presiding officer during the first week of June. The instructions will be contained in an inner envelope which is to be opened on the morning of Monday, June 22.

2. Re Supplies for the Examination

A candidate shall supply himself with the media of his choice other than oil. All other supplies will be provided for him by the school in which he writes the examination.

3. Re Certification of Candidate's Work

Forms for this purpose will be sent to principals and private-study candidates. The form is to be affixed to each portfolio.

In the case of private-study candidates who have been in regular attendance at day or night classes of a secondary school or an inspected private school in other subjects, or the Ontario College of Art, the signature of the principal and/or the teacher of art will be accepted. Other private-study candidates are requested to communicate with the Registrar immediately for further instructions regarding the certification of their work.

4. Re Submission of Portfolios

(a) Date of submission

(i) On or before Friday, May 29, each candidate shall submit his portfolio to the principal of the school where he is writing the examination.

(ii) On or before Friday, June 5, the principal of a secondary school or an inspected private school is to submit the portfolios to the Department.

(over)

(b) Method of submission

(i) Each portfolio is to be individually wrapped and the name of the candidate is to be printed clearly on the portfolio. No name or identifying mark of any kind is to appear on any piece of flat work.

(ii) All the portfolios are to be sent in one shipment by express prepaid or are to be delivered to Mr. M.F.Lake, Room N.127, Department of Education, Parliament Buildings, Queen's Park, Toronto.

5. Re Returning of Portfolios

The portfolios and their contents will be returned to the principals on or before February 1, 1965.

6. Re Communication of Private-Study Candidates with the Registrar

It appears from Exam. Form 108 that some candidates have applied to the principal but have not indicated to the Registrar their intention of writing this examination. Principals are asked to have all private-study candidates notify the Registrar immediately if they intend to write the examination.

W. R. Stewart

Deputy Minister

TORONTO 12, May 8, 1964.

3-64: 68

ONTARIO
DEPARTMENT OF EDUCATION

44 EGLINTON AVE. W.
TORONTO 12, ONTARIO

MEMORANDUM TO: DIRECTORS AND SUPERINTENDENTS
ELEMENTARY SCHOOL INSPECTORS
SECRETARIES OF ELEMENTARY SCHOOL BOARDS

Re: Approval for Grant Purposes of Expenditures for Library Books

Prior to January 1, 1964, library books which were selected from the book lists in Curriculum P. & J. 4-1960, Curriculum 1:4 1957, and the supplements thereto, and which were purchased by boards in urban municipalities having a population under 2500 and in rural municipalities having a population under 25,000, were recognized for grant purposes.

There are over 3000 carefully selected titles on these lists.

According to Section 22 of O.R.16/64 Regulation, General Legislative Grants, the grant has been extended to all elementary school boards.

In addition to the books which are named in the above-mentioned lists, the elementary school inspector of a board that had an average daily attendance in the preceding year of 3000 or more, may approve additional titles which have been recommended by a qualified librarian, or teacher-librarian, employed by the board.

H. E. Elborn
. . . .
Deputy Minister of Education.

May 22, 1964.

1963-64:69
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ONTARIO

DEPARTMENT OF EDUCATION

Memorandum to: Directors and Superintendents
Principals of Secondary Schools
Secretaries of Secondary School Boards
Elementary School Inspectors

Re: Additional Text-Books to be Listed in Supplements to Circular 14-1964

A number of additional new text-books have been submitted for consideration for approval while others are being developed and will be examined as soon as they are received in the Department. These books deal in particular with areas such as English composition in Grade 9, History in Grade 11 in the Four-Year Arts and Science Programme, and World Politics in Grades 11 or 12 in the Four-Year Arts and Science Programme.

It is suggested that teachers and principals may wish to postpone the selection of texts in these areas until Supplement A to Circular 14-1964 is issued, probably by June 15. If additional texts are approved between June 15 and August 15, a further notice will be sent to the schools.

F. S. Rivers
for Deputy Minister of Education.

May 12, 1964.

Copy.

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ONTARIO
DEPARTMENT OF EDUCATION

JUN 8 1964

44 EGLINTON AVE. W.
TORONTO 12, ONTARIO

Memorandum to Directors and Superintendents
Principals of Secondary Schools
Principals of Inspected Private Schools
Secretaries of Secondary School Boards

Re Business and Commerce —— Five-Year Programs
Accountancy (An alternative to the program as outlined in Curriculum RP 31)

The Five-Year Business and Commerce Program is meeting with success in the larger schools, but principals of schools with moderate enrolments are finding it difficult to maintain classes of economical size, particularly in the Five-Year Accountancy stream. To encourage more students, especially boys, to participate in the broad educational experiences offered by these courses, the following alternative organization is suggested for flexibility and economical application:

	Four-Year Business and Commerce		Five-Year Business and Commerce Accountancy		Five-Year Arts and Science Option
Gr. 9	Business Practice		*Business Practice		
	Typewriting	←- - - - - - -→	*Typewriting	←————→	Typewriting
Gr. 10	Bookkeeping	←- - - - - -→	Bookkeeping	←————→	Bookkeeping
	Typewriting	←- - - - - -→	*Typewriting		(or an academic option)
Gr. 11	Bookkeeping	←- - - -→	Bookkeeping		Business Organization
	Business Organization	←- -→	Business Organization	←→	and Management
	and Management		and Management		
			↕		↕
Gr. 12	Bookkeeping		Accountancy Practice		
	Business Finance	←- - - -→	*Business Finance	←———→	Business Finance

←————→ Recommended Combinations

←- - - - - -→ Possible Combinations

Note (1) * For the Business Practice and Typewriting of Grade 9 and the Typewriting of Grade 10, students may be combined with classes of the Five-Year Secretarial stream.

(2) To facilitate the combinations and to make for greater flexibility, typewriting is suggested as an alternative to Business Machines and Business Mathematics in Grade 10 of the Five-Year Accountancy stream.

(over)

(3) Alternative Senior Business Options to Business Finance and Business Organization and Management are Data Processing and Business Law.

(4) The choice of options in the Four-Year Program is not restricted to those listed above but remains as outlined in Curriculum RP 31.

(5) The Five-Year Secretarial Program continues as outlined in Curriculum RP 31.

(6) In large schools, where numbers are not a problem, the program is to be retaine as outlined in Curriculum RP 31.

Commercial Option in the Five-Year Arts and Science Program

Students who are seriously interested in acquiring vocational skills and knowledge of business, to a practical extent, should enrol in one of the Five or Four-Year Business and Commerce streams. Consequently, it is recommended for 1964-65, and i mandatory for 1965-66, that the option, if offered in the Five-Year Arts and Science Branch, take the following non-vocational form:

Grade 9 - Typewriting

Grade 10 - Bookkeeping (or an academic option)

Grade 11 - Business Organization and Management

Grade 12 - Business Finance

Smaller schools which do not have a Four-Year Business and Commerce Program may continue with the traditional option for the present.

S D Rendall

S. D. Rendall,
Superintendent of
Secondary Education.

May 22, 1964

1963-64:71
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ONTARIO
DEPARTMENT OF EDUCATION

44 EGLINTON AVE. W.
TORONTO 12, ONTARIO

Memorandum to Directors and Superintendents
Principals of Secondary Schools
Principals of Inspected Private Schools
Secretaries of Secondary School Boards

Re the Single 3-hour Papers in the Languages other than English and Français for the Grade 13 Departmental Examinations of 1965

Principals are asked to bring this Memorandum to the attention of all teachers of Grade 13 subjects.

1. The Minister of Education and the members of the University Matriculation Board agreed some time ago that for the Grade 13 Departmental examinations of 1965 there would be a single 3-hour paper in each of the languages other than English and Français.

2. Subject to any changes which may be necessary as a result of the report of The Grade 13 Study Committee, 1964, the following statements are applicable to the situation in 1964-65.

   (a) The Minister has agreed that the amount of classroom time allotted to the study of each of the languages concerned is not to be reduced because of the introduction of the single papers.

   (b) The Registrars of the Ontario universities have informed the Department of Education that for admission and university scholarship purposes the single mark in the languages concerned will be counted twice. Therefore, prospective university applicants may still think in terms of nine papers since standing on the single paper in French, for example, may be considered the equivalent of "two papers".

   (c) Similarly the Department of Education will count the single mark in the language concerned twice for all of its purposes, which include bursaries, scholarships, loans, the Secondary School Honour Graduation Diploma, and admission to Teachers' Colleges.

   (d) Some indication of the nature of the 1965 examination paper in each of the languages concerned is given in Circular 58, Prescriptions for the Departmental Examinations of 1965.

   (e) Students who have, prior to June 1965, obtained standing in either the Authors or the Composition paper of one of the languages concerned but not in both, may complete their standing in the subject only by obtaining standing on the single paper.

W R Stewart
Deputy Minister

TORONTO 12, May 22, 1964

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ONTARIO

DEPARTMENT OF EDUCATION

MEMORANDUM TO Principals of Secondary Schools
Directors of Education
Superintendents of Secondary Schools
Secretaries of Secondary School Boards
Elementary School Inspectors

RE: Circular 14 - 1964 and Availability of Text-Books for Grades 9 to 13 for September, 1964

1. Reference is made to pages 7, 8 and 9 of Circular 14 - 1964, which deal with "Availability of Text-Books for Grades 9 to 13".

2. Each principal of a secondary school is asked to prepare a list of text-books which students in his school will be required to secure for the school year 1964-65. Three complete sets of the lists should be forwarded to the Superintendent of Curriculum and Text-Books, Department of Education, Parliament Buildings, Toronto, by May 31, 1964.

3. While Boards will provide the text-books for all students in Grades 9 and 10 in September, 1964, it is essential that adequate stocks of books be printed and available to the Boards. In addition, each student in Grades 11 to 13 inclusive must be able to secure the texts which his school requires. It is requested, therefore, that the principal consult with local book suppliers where students are dependent on them, to ensure that they have all information possible to enable them to stock adequate quantities of the texts needed.

W. R. Stewart

Deputy Minister of Education.

Toronto, May 20, 1964.

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JUN 8 1964
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Memorandum to Directors and Superintendents
Principals of Secondary Schools
Elementary School Inspectors
Secretaries of Secondary School Boards
Principals of Inspected Private Schools

Re: Distribution of 1. Curriculum I:6, Home Economics, Intermediate Division
2. Curriculum RP-49 World Politics
3. Curriculum RP-S.4 English, Senior Division

1. Copies of the above-named publications are now being sent to schools. Principals are requested to distribute them to the teachers concerned.

2. Curriculum I:6, Home Economics, Intermediate Division, replaces Curriculum I:1, 1951, Revised, Intermediate Division, Outlines of Courses for Experimental Use, and Curriculum RP-6, Home Economics Courses of Study for Grades 9 and 10.

3. The World Politics course may be introduced in September, 1964, as an optional course for Grade 11 or Grade 12 of the Four-Year Programme.

4. Curriculum RP-S.4 English, Senior Division now contains all publications concerning courses of study in English for Grades 11, 12, and 13, namely,

   the courses of study for Grades 11 and 12 (formerly contained in Curriculum RP-4)
   the course of study for Grade 13 (reprinted from Curriculum S.25)
   the Four-Year Programme Options in Theatre Arts, Speech Arts, and Modern Literature (expanded from Curriculum RP-4)
   Suggestions Regarding the Study of English in Secondary Schools (formerly issued as Curriculum I. and S.4B)
   Reference Book List for Teachers of English (formerly issued as Curriculum I. and S.4D)

5. Notification of approval of text-books for the courses in Home Economics and in World Politics will be given as soon as possible in Circular 14 or in a supplement to that circular.

F. S. Rivers

Chief Director of Education

TORONTO, May 28, 1964

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JUN 19 1964

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1963-64: 74
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MEMORANDUM TO: DIRECTORS AND SUPERINTENDENTS
PRINCIPALS OF SECONDARY SCHOOLS
SECRETARIES OF SECONDARY SCHOOL BOARDS

RE: OBSERVATION PERIOD IN SEPTEMBER, 1964, FOR STUDENTS WHO WILL BE ATTENDING THE REGULAR SESSION OF THE ONTARIO COLLEGE OF EDUCATION, 1964-65.

In September, 1964, a period of observation in a secondary school is being recommended by the Ontario College of Education to each applicant for the Regular Session of 1964-65. The purpose of the visit is primarily observation in order that applicants may be acquainted with some of the procedures, practices, and problems which face teachers in secondary schools. They will be advised to make their visit as unobtrusive as possible in order not to interfere with the establishment of classroom routines in the early weeks of the year. Teachers may feel free to request students to assist in the performance of routine tasks if they wish.

With the permission of the principal, an applicant may visit any convenient secondary school for a period of several days, some time between September 8 and the opening date of the College, September 22. Applicants will be asked to contact principals personally to arrange a satisfactory time for the proposed visit. No special schedule is requested.

The Department of Education will appreciate any co-operation which the principal and staff can give an applicant who may request permission to visit the school. Each applicant will receive from the Ontario College of Education a specific guide to assist him in making good use of opportunities offered him in this initial stage of his work for the year.

W.R. Stewart.
Deputy Minister of Education.

Toronto
June 4, 1964.

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JUN 17 1964
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44 EGLINTON AVE. W.
TORONTO 12, ONTARIO

Memorandum to: Directors and Superintendents
Principals of Secondary Schools
Secretaries of Secondary School Boards
Principals of Inspected Private Schools

Re: Some Suggestions Regarding New Approach Mathematics in Grades 9 and 10 (for the school year 1964-65)

Introductory Comment

In Memorandum 1963-64:61 reference was made to the introduction of New Approach Mathematics in Grades 9 and 10. Circular 14 (pages 36-37) lists textbooks which are approved for optional use under the heading "New Mathematics".

In order to ensure a reasonable degree of uniformity in the choice of topics and depth of coverage, some suggestions follow. The timing of topics indicated is not intended to be binding. However, if there is to be a proper coverage of all topics: e.g. Geometry and Mensuration in Grade 9, then the general suggestions should be taken quite seriously.

Grade 9: Five-Year Program - all Branches

General Comment:

The introduction of the new terminology in September requires a great deal of oral work. It is important, however, that pupils be required to do considerable written work as well so that standards for written solutions may be established early.

Both of the approved textbooks contain a wide variety of exercises. Teachers are cautioned to select the questions carefully, assigning about half of them the first time through the work, marking further questions for review later.

Specific Comment:

Mathematics 9: Coleman et al (Gage):

Chapter 1: by end of September

Chapters 2-4: by Christmas

Chapters 5-8: by end of March

Note: (1) Chapters 6 and 8 should be prepared carefully in advance by the teachers so that duplication of topics and problems may be avoided.

(2) Problems such as page 287, nos. 5-6 are supplementary.

Chapter 9: mostly supplementary (not more than one week)

Chapters 10-11: by end of May.

Secondary School Mathematics Grade 9: MacLean et al (Copp Clark):

Chapter I: by end of September

Chapters II-V: by Christmas

Chapters VI-X: by end of March

(Over)

Note: (1) Chapters IV and X should be prepared carefully in advance by the teachers so that duplication of topics and problems may be avoided. Much of Chapter IV is a review of elementary school fractions. Time should be limited accordingly.

(2) Problems such as nos. 18 to 22, page 275, and nos. 12 to 23, Practice Ex. 10-12, page 280, are supplementary.

Chapter XI: Mostly supplementary (not more than one week)

Chapters XII, XIII, XV: by end of May

Much of Chapter XIV is supplementary.

Grade 9: Four-Year Program - all Branches

Teachers are reminded of Curriculum RP-12 (1961), page 1, Section A 2(a), which outlines the coverage of four-year classes, omitting Section 7 (Algebraic Factoring and Operations with Fractional Expressions) which may be replaced by Sectio 8 (Geometry), or Section 9 (Business Arithmetic) or a combination of parts of both sections. It is not necessary for pupils of the Business and Commerce Branch to cove Geometry.

In each topic of the Algebra, the coverage will differ (mostly in depth) from that of the Five-Year Program. In the exercises, only the simpler questions need be done. It is important that the examinations given be different from those of the Five-Year Program.

With reference to Mathematics 9 (Gage), Chapter 8 should be omitted and may be replaced by Chapter 12 which contains some of the business arithmetic necessary for the Business and Commerce Branch.

With reference to Secondary School Mathematics Grade 9 (Copp Clark), Chapters IX and X should be omitted and may be replaced by Chapters XVI - XX for the Business and Commerce Branch.

Grade 10: Five-Year Program - all Branches (Where the New Approach has been used in Grade 9)

General Comment:

In Memorandum 1962-63:61 reference was made to the necessity of completing the Algebra section of the Grade 10 course by Christmas in order to ensure a proper treatment of the deductive geometry and to allow sufficient time for the usual topics of Mensuration. In the approved textbooks featuring a new approach, the situation with regard to Algebra, Geometry, and Mensuration remains unchanged.

During the month of September the review of Grade 9 topics should be brisk. The commentary on specific texts indicates the importance of this remark.

In Geometry the inequalities are treated in a different fashion in the three approved texts. Except where they are useful in developing the subsequent work: e.g. the transversal-parallel theorem, they may be considered as supplementary.

Specific Comment:

With reference to "Mathematics 10" by Coleman et al (Gage), Chapters 1-4 and part of Chapter 11 should be covered by Christmas. Chapters 5-10 (Geometry) should be covered in time to allow the completion of the Algebra, and if possible, the usual topics of Mensuration. Chapter 12 (Locus) is supplementary.

"Secondary School Mathematics Grade 10" by MacLean et al (Copp Clark) contains considerable review material, particularly in "Review A and Review B". Teachers should select review topics carefully, noting that these sections should take not more than one week. Chapters II to VII should be completed by Christmas. Chapter V might be postponed until later in the school year. Chapters I to IV contain con-

(Over)

siderable material which is a review of Grade 9, viz. pages 1-43, 67-77, 96-113, 118-134 (with the exception of factoring of $ax^2 + bx + c$). With reference to Geometry, Chapter XIII is useful in helping the teacher develop an approach to deductive reasoning. Not all of the terminology is essential in a first course and might be introduced incidentally as required. The Geometry comprises Chapters IX to XV.

With reference to "Elements of Mathematics Book 2" by Sharp et al (Ginn), Chapters 1 to 6 and part of Chapter 7 (Rational Algebraic Expressions) should be covered before Christmas. Chapter 7 might be completed later in the school year. The Geometry comprises Chapters 8 to 11, Chapter 12 (pages 244-258) and Chapter 13. Chapter 14 (Locus) may be regarded as supplementary.

Remarks:

Some teachers have indicated a desire to introduce the New Approach at the Grade 10 level, after a traditional approach had been used in Grade 9. This is permissible. However, teachers who do so are urged to plan the year's work with extreme care. New language should be introduced as required, and the timing schedule should follow the one indicated above as closely as possible.

Teachers using the traditional approach in Grade 10 should read the recently-approved texts and would be well advised to introduce the deductive geometry in accordance with the ideas expressed therein.

S. D. Rendall
Superintendent of Secondary Education.

TORONTO, June 10, 1964.

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JUN 15 1964
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DEPARTMENT OF EDUCATION

MEMORANDUM TO: Directors and Superintendents
Principals of Secondary Schools
Secondary School Inspectors
Principals of Institutes of Technology
Principals of Vocational Centres

Re: REORGANIZED ADVANCED TECHNICAL EVENING CLASS PROGRAMME

REFERENCE: AMENDMENT (Number 2) TO A.T.E.C. NO.1, 1960

INDUSTRIAL TECHNOLOGY COURSE WITH AN OPTION IN MANAGEMENT TECHNOLOGY.

Industrial Technology has been approved as another course of the Advanced Technical Evening Class programme.

GRADE I CERTIFICATE (nine subjects)

Refer to Memorandum dated February 6, 1964, for list of subjects.

GRADE II AND GRADE III CERTIFICATES (six subjects each)

1. English II
2. Mathematics III
3. Statistics I
4. Time and Motion Study
5. Industrial Organization
6. Production Control
7. Mechanics of Materials I
8. Jigs and Fixtures
9. Mathematics IV
10. Statistics II
11. Operations Research
12. Economics
13. Industrial Electronics
14. Plant Layout and Materials Handling
15. Machine Design
16. Electrical Systems

MANAGEMENT TECHNOLOGY OPTION.

GRADE I CERTIFICATE consists of the same subjects as are required for the Industrial Technology Course.

GRADE II AND GRADE III CERTIFICATES (six subjects each)

One or more of the five subjects listed below may be substituted in place of a like number of subjects of the Industrial Technology Course. These five subjects are not accepted by the Association of Professional Engineers for certification as Engineering Technicians and Technologists.

1. Value Economics
2. Labour Relations
3. Systems and Procedures
4. Wage and Salary Administration
5. Data Processing

NOTE: The conditions outlined for the Advanced Technical Evening Class courses in the Memorandum dated February 6, 1964, apply to the course in Industrial Technology.

W. R. Stewart

May 21, 1964.

Deputy Minister of Education.

1963-64:77
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DEPARTMENT OF EDUCATION

JUN 15 1964
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UNIVERSITY OF TORONTO

MEMORANDUM TO: Directors and Superintendents
Principals of Secondary Schools
Secondary School Inspectors
Principals of Institutes of Technology
Principals of Vocational Centres

Re: REORGANIZED ADVANCED TECHNICAL EVENING CLASS PROGRAMME

REFERENCE: AMENDMENT (Number 3) TO A.T.E.C. NO.1, 1960.

The prerequisites for the subjects of the Reorganized Advanced Technical Evening Class courses are shown below. The names in brackets are the equivalent subjects listed in the A.T.E.C. No.1 pamphlet.

SUBJECT.	PREREQUISITE.
English I	-
Mathematics I	-
Mathematics II	Mathematics I
Physics I	Mathematics I
Mechanics I	Mathematics I
General Chemistry (Chemistry I)	-
Electrical Fundamentals (Part of Electricity I and II)	Mathematics I
Electronic Fundamentals (Electronics I)	Electrical Fundamentals
Technical Drawing	-
Mathematics III	Mathematics II
English II	English I
Mechanics of Materials I (Strength of Materials I)	Mechanics I and Mathematics II
Mechanics of Materials II (Strength of Materials II)	Mechanics of Materials I and Mathematics III
Mechanics II	Mechanics I and Mathematics III
Metallurgy	Preferably Chemistry I
Mathematics IV	Mathematics III
Economics	-
Machine Design (Machine Design I)	Mechanics of Materials I, Mechanics II and Technical Drawing I
Fluid Mechanics	Mechanics II and Mathematics III
Tool Design (Tool Design I)	Mechanics of Materials I and Technical Drawing I
Theory of Machines (Mechanisms I)	Mechanics II
Workshop Technology	-
Thermodynamics	Physics I and Mathematics III
Electrical Equipment (Part of Electricity I and II)	Electrical Fundamentals
A.C.Circuits (Electricity III)	Electrical Fundamentals and Mathematics III

(over)

SUBJECT.	PREREQUISITES.
Modern Physics (Physics II)	Physics I and Mathematics III
Electrical Measurements	Electrical Fundamentals
Mathematics IV	Mathematics III
Electrical Control Systems I	A.C.Circuits and Electrical Measurements
Electrical Control Systems II	Electrical Control Systems I and Mathematics IV
Power Systems	A.C.Circuits
Industrial Electronics	Electronic Fundamentals
Electrical Machine Design	Electrical Equipment
Electronic Circuits (Electronics III or IV)	A.C.Circuits and Electronic Fundamental
Pulse Circuits (Electronics VII)	Electronic Circuits and Mathematics IV
Electronic Systems I	Pulse Circuits
Electronic Systems II	Electronic Systems I
Communications (Electronics V)	Electronic Circuits and Mathematics IV
Electronic Control Systems	Pulse Circuits
Communication Systems	Electronic Circuits and Mathematics IV
Statistics I	Mathematics II
Statistics II	Statistics I
Time and Motion Study	-
Industrial Organization	-
Production Control	-
Jigs and Fixtures	Mechanics of Materials I and Technical Drawing
Operations Research	-
Plant Layout and Materials Handling	-
Electrical Systems	Electrical Fundamentals

NOTE: 1. A prerequisite with the approval of the principal may be taken in the same year as the subject for which it is a prerequisite, but not concurrently with it, except for the technical subjects where Mathematics I, II or III are prerequisites. In these cases, Mathematics I, II or III may be taken concurrently with the technical subject.

2. Additional subjects may be approved by the Department of Education from time to time, as the need arises.

W. R. Stewart

Deputy Minister of Education.

May 21, 1964.

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DEPARTMENT OF EDUCATION

MEMORANDUM TO: Directors and Superintendents
Principals of Secondary Schools
Secondary School Inspectors
Principals of Institutes of Technology
Principals of Vocational Centres

Re: REORGANIZED ADVANCED TECHNICAL EVENING CLASS PROGRAMME

REFERENCE: AMENDMENT (Number 4) TO A.T.E.C. NO.1, 1960.

REGULATIONS

The regulations in this memorandum will supersede those contained on page 3 and part of page 4 of A.T.E.C. No.1, 1960.

REQUIREMENTS FOR ADMISSION.

1. The minimum entrance requirement for the grade 1 certificate course is the Secondary School Graduation Diploma obtained after successful completion of any grade 12 (Ontario) course, or the equivalent standing from other provinces or countries, provided the applicant has passed the mathematics and science subjects of grades 11 and 12.

2. Mature students, over 22 years of age, may be admitted provided they have passed English, mathematics and science subjects at the grades 11 and 12 levels, or, can provide evidence to the satisfaction of the principal that they can benefit from the instruction.

3. Students may be enrolled in subjects of the grades II and III certificate levels prior to completion of the requirements for the grade I certificate, provided they have credits in the prerequisite subjects.

CREDITS.

Credits in certain subjects of the grade I certificate course may be allowed on presentation of proof of standing in the subjects shown opposite to them in the following list:

English I	-	Grade 13 English Composition and English Literature
Mathematics I	-	Grade 13 Algebra, Trigonometry and Statics
Mathematics II	-	Grade 13 Algebra, Trigonometry and Statics, and Geometry

(over)

Physics I - Grade 13 Physics, or, grades 11 and 12 Industrial Physics as the Technical Subject

General Chemistry - Grade 13 Chemistry, or, grades 11 and 12 Industrial Chemistry as the Technical Subject

Electrical Fundamentals - Grades 11 and 12 Electricity as the Technical Subject

Electronic Fundamentals - Grades 11 and 12 Electronics as the Technical Subject

Technical Drawing - Grades 11 and 12 Mechanical Drafting as the Technical Subject

Workshop Technology - Grades 11 and 12 Machine Shop as the Technical Subject

Standing in subjects of the United Kingdom Ordinary National and Higher National Certificates, and in subjects of the Provincial Institutes of Technology and Ontario Vocational Centres day courses may be assessed by the principal as credits for subjects of the Advanced Technical Evening Class courses.

A maximum of six credits only may be allowed toward the grade I certificate and four for each of the grade II and grade III certificates. An applicant for credit must supply adequate proof that he has completed satisfactorily a study of the subject or subjects for which he expects credit.

The remainder of the regulations on pages 4 to 6 inclusive in A.T.E.C.No.1, 1960, and the regulation on page 3 relating to the minimum number of hours of instruction in each subject will remain unchanged.

Further information may be obtained from the Superintendent of the Technological and Trades Training Branch, Department of Education, 44 Eglinton Avenue West, Toronto 12.

W. R. Stewart

May 22, 1964. Deputy Minister of Education.

1963-64:79
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ONTARIO
DEPARTMENT OF EDUCATION

44 EGLINTON AVE. W.
TORONTO 12, ONTARIO

Memorandum to Directors and Superintendents
Principals of Secondary Schools
Secretaries of Secondary School Boards
Principals of Inspected Private Schools

Re Prescriptions for Grade 12 Latin and Greek, 1964-65

The Principal is asked to pass this memorandum to the Head of the Department of Classics.

LATIN

SIGHT WORK forms an important part of the course. Teachers should endeavour to have the students read as many of the authors selections as possible at sight in order to increase their ability to read and to comprehend.

METRICAL READING AND SCANSION. Teachers should train their students to scan and to read in metre the Dactylic Hexameter.

One of the following texts, Selected Latin Readings (Dent) OR Gateway to Latin, Book IV (Gage) OR A Latin Reader for Canadian Schools (Copp Clark), will be used in the school year 1964-65.

For the school year 1964-65, teachers will make their own selections of Latin reading passages from any one of the above texts, provided that the passages chosen are not included in either Cycle I of Latin Prose Selections for Grade XIII or Cycle I of Latin Poetry Selections for Grade XIII.

Students should read not less than 250 lines of prose, including some Caesar and Cicero, and not less than 150 lines of poetry, including some Vergil. In addition, it is recommended that teachers have their students read approximately 100 lines (in any combination of prose and poetry) beyond those already mentioned above. Students should begin reading authors early in the Grade 12 year so that they may have the benefit of reading comfortably as many lines as possible.

Teachers are asked to incorporate their choice of reading passages in their courses of study (with numbers of lines clearly indicated) and to have these courses of study available in the schools in September, 1964.

(over)

GREEK

Prose: Students should read approximately 500 lines of prose. Any of the following books might be used:

Phillpotts and Jerram, Easy Selections from Xenophon

Phillpotts, Selections from Xenophon

Colson, First Greek Reader

Farnell, Tales from Herodotus

Edwards, Salamis

Poetry: Students should read approximately 300 lines from any book of the Iliad.

Superintendent of Secondary Education.

TORONTO 12, June 9, 1964.

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Memorandum to Directors and Superintendents
Principals of Secondary Schools
Secretaries of Secondary School Boards
Principals of Inspected Private Schools

Re New Landscape Architecture Program - University of Guelph

The Department of Horticulture at the University of Guelph has announced a degree program in Landscape Architecture, the first and only one of its kind in Canada. This is to be distinguished from its degree program in Landscape Horticulture which has been offered for many years.

While arrangements have not yet been finalized, it is anticipated that a Bachelor of Landscape Architecture will be the degree offered. It is based on a four-year curriculum and the common first year of predominantly science subjects ordinarily required of students of the Ontario Agricultural College will not apply to students in Landscape Architecture.

The first two years will be devoted to preparation in basic design but studies will be comprehensive, time being devoted also to sociology, philosophy, architecture and botany. The remaining two years will be spent in specializing subjects in landscape design and construction, plant materials, history, urban and regional planning and recreation.

It is anticipated that entrance requirements will be similar to the existing requirements of the Ontario Agricultural College.

An official announcement of this program will be released shortly by University of Guelph officials. There has been much demand for this specialization in Canada and principals and student guidance counsellors receiving this notice are requested to bring it to the attention of students with this kind of interest.

S. D. Rendall

S. D. Rendall
Superintendent of Secondary Education.

TORONTO, June 12, 1964.

1963-64:81
900

ONTARIO
DEPARTMENT OF EDUCATION

44 EGLINTON AVE. W.
TORONTO 12, ONTARIO

Memorandum to Principals of Secondary Schools
Principals of Inspected Private Schools

Re Answer Papers for the Grade 12 Departmental Examinations in Geography, Part II, and Latin, 1964

Reference Memoranda 1963-64:12, 1963-64:57 and 1963-64:63

Before August 31 each principal is requested to forward in the enclosed envelope, ten answer papers for the Grade 12 Departmental Examinations (or all the answer papers where there were ten or fewer candidates) in each of Geography, Part II, and Latin, selected in the following manner:

(a) the answer papers of the first ten candidates in Geography, Part II, listed on the school Summary Sheet;

(b) the answer papers of the last ten candidates in Latin listed on the school Summary Sheet.

When a candidate of the first ten in Geography, Part II, or the last ten in Latin is recommended on Form 360A for a Secondary School Graduation Diploma and was absent from the Departmental Examination with sufficient reason, the medical or other statement covering the absence should be submitted in lieu of his paper.

An elastic band should be placed around each bundle of ten answer papers. Both bundles may be submitted in one envelope provided that the envelope is tied with string. The Second Class mail rate will be sufficient.

Where the school had no candidates for either Geography, Part II, or Latin in Grade 12, this memorandum may be ignored.

CA Brown

C. A. Brown
Registrar.

TORONTO, July 6, 1964.

1963-64:82

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Memorandum to: Directors and Superintendents
Principals of Secondary Schools
Principals of Inspected Private Schools
Secretaries of Secondary School Boards

Re: Distribution of 1. Curriculum RP-47, Geology,
2. Curriculum RP-S.6, Home Economics, Senior Division
3. Curriculum RP-46, (Revised 1964), Programme de Français, Classes Secondaires de Langue Française

1. Copies of the above-named publications will soon be sent to schools. Principals are requested to distribute them to the teachers concerned.

2. The Geology course may be introduced in September, 1964, as an optional course for Grade 11 or Grade 12 of the Four-Year Programme.

3. Curriculum RP-S.6, Home Economics, Senior Division, Courses of Study for Grades 11 and 12 Arts and Science Branch, Five-Year and Four-Year Programmes, Business and Commerce Four-Year Programme replaces Curriculum S.28, Courses of Study in Grades 11 and 12, the Home Economics Option of the General Course, the Commercial Course, and the Art Course.

4. Curriculum RP-46 (Revised 1964) Programme de Français, Classes Secondaires de Langue Française replaces Curriculum RP-46, 1962, and Programme d'Études Classes de Langue Française, Curriculum 46, 1961, pages 61-89.

5. Notification of approval of text-books for the courses in Geology and in Home Economics, Senior Division, will be given as soon as possible in Circular 14 or in a supplement of that circular.

W. R. Stewart

Deputy Minister of Education.

Toronto, June 18, 1964.

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44 EGLINTON AVE. W.
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MEMORANDUM TO Directors and Superintendents
Elementary School Inspectors
Principals of Secondary Schools
Principals of Inspected Private Schools
Secretaries of Elementary School Boards
Secretaries of Secondary School Boards

Re: The Ontario Municipal Employees Retirement System Act (OMERS)

1 Each school secretary is asked to bring the contents of this memorandum to the attention of his school board and to refer any questions that may arise about the Ontario Municipal Employees Retirement System Act to the Secretary-Treasurer, The Ontario Municipal Employees Retirement System, 2 Carlton Street, Toronto.

2 Section 8, subsection (1) of The Ontario Municipal Employees Retirement System Act reads as follows:

> "Notwithstanding any general or special Act, on and after such date as is designated by the Lieutenant Governor in Council, an employer shall not make a contribution for the provision of a pension to,
> (a) a person who enters the employ of the employer on or after such date; or
> (b) a person who entered the employ of the employer before such date and is entitled to become a member,
> unless the contributions required to be made in respect of such person under this Act and the Regulations have been made".

3 A school board is an employer under the Act, and this section will apply, therefore, to all school boards in the Province. However, as persons who contribute to The Teachers' Superannuation Act are specifically excluded from the terms of the Act, section 8 will apply only to the non-teaching staff of the school boards.

4 Section 8 was inserted in The Ontario Municipal Employees Retirement System Act to protect the financial stability of the System and thereby permit OMERS to provide an adequate and uniform level of pension benefits to the employees of municipalities and local boards throughout the Province regardless of the size or the location of the municipality or the sex or age of the employee.

5 The 106 school boards and 253 municipalities and other local boards that have elected to participate in the Ontario Municipal Employees Retirement System as of March 31, 1964, are hereby advised that Friday, January 1, 1965 has been designated as the date provided for in Section 8 of the Act referred to in paragraph 2 above.

A copy of the Second Annual Report of OMERS containing a list of those municipalities and local boards which had elected to participate in OMERS as at December 31, 1963, and a booklet containing a copy of the Ontario Municipal Employees Retirement System Act, 1961-62 and the Regulation thereunder may be obtained from the Secretary of OMERS whose address is given in paragraph 1.

F. S. Rivers
Chief Director of Education.

June 19, 1964.

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44 EGLINTON AVE. W.
TORONTO 12, ONTARIO

Memorandum to Directors and Superintendents
Principals of Secondary Schools
Secretaries of Secondary School Boards
Principals of Inspected Private Schools

Re: The Use of Some New Topics for the Grade 13 Problems Paper in 1965.

Since 1959 a number of secondary schools have conducted trials of experimental materials and methods in Mathematics, with the permission of the Department of Education. The course materials were prepared for the Ontario Mathematics Commission, and trials have been carried out in selected schools from Grade 9 to 12, inclusive.

The Department has been asked by the Ontario Mathematics Commission to permit a limited trial of new topics in Grade 13 during the school year 1964-65. Since the administration of the Departmental Examinations makes experimentation more difficult in Grade 13 than in earlier grades, it has been decided to have the new topics introduced only to candidates for the Problems paper. The Ontario Mathematics Commission has agreed to prepare a brochure on each of the four topics, Complex Numbers, Polar Co-ordinates, Probability, and Logic, and to send copies to the secondary schools of the province by September 1964.

In June 1965, the Grade 13 Problems paper, in addition to testing the topics of the three Grade 13 mathematical subjects, will test the four new topics.

It is expected that the paper will contain fifteen questions divided into two sections —

Section A consisting of eleven questions based upon the compulsory and supplementary topics of the Grade 13 courses of study for Algebra, Geometry, and Trigonometry and Statics,

and

Section B consisting of four questions based upon the following topics: Complex Numbers, Polar Co-ordinates, Probability, and Logic.

Any ten questions would constitute a full paper.

A further announcement regarding this matter will be made in September, 1964.

F. S. Rivers

Chief Director of Education

TORONTO, June 22, 1964

1963-64:85
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Memorandum to Directors and Superintendents
Principals of Secondary Schools
Secretaries of Secondary School Boards

Re Facilities for Team Teaching and Large Group Instruction

In recent months it has become evident that there is increasing interest on the part of secondary school boards and educational officials in the potentialities of combining varying numbers of pupils for instruction in certain subject areas. Although the Department of Education is not advocating the adoption of these new techniques at the present time, it is prepared to permit boards operating large schools, which are able to retain competent staffs, to establish experimental projects and is also prepared to approve suitable accommodation for general legislative grant purposes.

It is necessary to draw a distinction between team teaching and large group instruction. Team teaching, as applied in Ontario, means a combination of individual study and research, small seminars at regular intervals, and lectures of an introductory or survey nature to a number of classes at one time. The time allotted to these activities remains constant throughout the school year, and the subject matter is carefully organized and programmed to fit this pattern. Large group instruction is the combination of a number of classes for some special purposes - a special lecture, a survey course, an evaluation of a play through dramatic presentation, or a demonstration experiment. It may be done regularly or only intermittently. It may be discontinued at any time during the school year and the traditional methods of instruction resumed.

The following requirements must be filled for general legislative grant purposes:

(1) Team Teaching

(a) Only facilities in schools of 1,000 pupils or more shall be eligible to receive approval for general legislative grant purposes.

(b) The board must satisfy the Superintendent of Secondary Education that it has the staff resources to organize a team of teachers in specified subject areas which can successfully fulfil the aims of this teaching method.

(c) The board shall submit to the Superintendent of Secondary Education the plan of general organization which will be used with specific reference to the time allotments for multiple class instruction, seminar groups, individual study, and normal classroom teaching.

(over)

(d) Approvable facilities:

Provided the foregoing conditions have been fulfilled, the following facilities will be approved for general legislative grant purposes:

(i) Lecture room - 1,400 to 1,600 square feet in area, to seat 120 to 150 pupils but rated at 60 pupil-places. It shall be equipped with lecture room furniture. General legislative grant will be paid on an amount up to a maximum of $50,000.00 upon which the board's percentage will apply.

(ii) Seminar rooms - in a ratio of 4 per lecture room, to be approximately 350 square feet each in area, and to accommodate up to 15 pupils. It shall be equipped with appropriate furniture. These areas should be planned so that they may be readily converted to normal classroom space if seminar instruction is abandoned in the future. General legislative grant will be paid on an amount up to a maximum of $12,500.00 upon which the board's percentage will apply.

(iii) It should be realized that the provision of team-teaching facilities may deprive the teaching team of normal home room accommodation. Although no general legislative grant will be applied, it is advisable to provide the teaching team with a work-office area.

(2) Large Group Instruction

(a) Only schools of 1,000 pupils or more which have need for increased flexibility in accommodation shall be eligible to receive approval for general legislative grant purposes.

(b) Approvable facilities:

Lecture room - 1,400 to 1,600 square feet in area, to seat 120 to 150 pupils but rated at 60 pupil-places. It shall be equipped with lecture room furniture. General legislative grant will be paid on an amount up to a maximum of $25,000.00 upon which the board's percentage will apply.

(c) It should be pointed out that two classroom areas divided by a folding partition is considered to be inadequate and unsuitable.

W. R. Stewart

W. R. Stewart
Deputy Minister of Education.

TORONTO, June 26, 1964.

1963-64:86
6500

OFFICE OF
THE DEPUTY MINISTER

ONTARIO
DEPARTMENT OF EDUCATION

MEMORANDUM TO Elementary School Inspectors
Secondary School Inspectors
Secretaries of Boards established under Section 12 of The Public Schools Act
Secretaries of Boards established under Section 12 of The Secondary Schools and Boards of Education Act

Re: Boards of Education Established under Section 51, The Secondary Schools and Boards of Education Act

1. Under date of January 6, 1964, approval was given under the provisions of Section 12(5) of The Secondary Schools and Boards of Education Act to the designation as high school districts of the school sections established under Section 12 of The Public Schools Act.

2. Under date of June 19, 1964, approval was given under the provisions of subsection (4a) of Section 51 of The Secondary Schools and Boards of Education Act to the formation of a board of education for each high school district and school section mentioned in paragraph 1 above. Each board of education will consist of three trustees, and the presently appointed public school board became the appointed board of education with the same provisions for the annual recommendation and appointment of trustees for a three-year term as have previously applied for the members of the public school board.

3. Each board of education that has been thus created will be responsible for the education of all pupils residing in the area under its jurisdiction and will receive grants under the appropriate sections of Regulation, General Legislative Grants.

4. It is not anticipated that this will change the arrangements now being made by a board concerned, for the education of pupils for whom it is responsible, but will enable the board to pay fees for the education of both elementary and secondary school pupils. It will, of course, be necessary for the board to keep the public school and the secondary school accounts separate.

5. The boards that were formerly public school boards only but are now boards of education under these provisions are as follows:

Hydro
Chenaux School
S.S. #1 Rolphton
Cameron Falls School
S.S. #1 Pinard (Fraserdale)
U.S.S. #1,3,3 Gillies Limit, Lorrain and South Lorrain
S.S. #2 Harmon

Sanatoria
Royal Ottawa Sanatorium
Beck Memorial "
Fort William "
Freeport "
Mountain "
Niagara Peninsula "
Toronto Hospital School (Weston) San.
St. Lawrence Sanatorium
Brant "
Ongwanada(Kingston) "
Sudbury-Algoma "

Cerebral Palsy
London District Crippled Children's Treatment Centre School
Ottawa Crippled Children's Treatment Centre School
Oshawa Cerebral Palsy School
North Waterloo Children's Centre School Board
Beechwood Clinic, Guelph
J.B. Laraway Cerebral Palsy School

(over)

Cerebral Palsy

Kent County Children's Treatment Centre School
Hamilton Cerebral Palsy Centre
Kingston and District Cerebral Palsy School
Windsor Red Cross School (Cerebral Pals
Brant County Cerebral Palsy School
Sarnia Cerebral Palsy School

Service

Fort Henry School
S.S. #2 Camp Borden (RCAF)
St.Barbara's Military Sch.(Army)
RCAF Breadner School, Trenton
J.A.D. McCurdy RCAF School Centralia
Foymount RCAF Station School
RCAF Station North Bay Dependents' School
Wolseley Barracks School Section in the City of London
S.S. #1 Camp Borden (Army)
Clinton Airport School
Petawawa Military Camp
Rockcliffe Airport School
RCAF Public School - Falconbridge
RCAF Mount Hope School, Hamilton
RCAF Downsview
RCAF Station, Moosonee
Ramore RCAF Station School
Sioux Lookout RCAF Station School
Lowther RCAF Station School

Misc.

Toronto General Hospital School
St.John's Convalescent Hosp. School (Newtonbrook)
St. Joseph's Training School (Alfred)
Moose Factory Island School
Ontario Crippled Children's Centre Scho

H. E. Elborn
. . . .
Deputy Minister of Education.

TORONTO 12, July 20, 1964.

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ONTARIO

DEPARTMENT OF EDUCATION

MEMORANDUM TO: Directors and Superintendents
Principals of Secondary Schools
Secondary School Inspectors
Principals of Institutes of Technology
Principals of Vocational Centres

RE: REORGANIZED ADVANCED TECHNICAL EVENING CLASS PROGRAMME

REFERENCE AMENDMENT (Number 5) TO A.T.E.C. NO. 1, 1960

CIVIL TECHNOLOGY COURSE

Civil Technology has been approved as another course of the Advanced Technical Evening Class Programme.

GRADE I CERTIFICATE (nine subjects)

Refer to Memorandum 1963-64:50, dated February 6, 1964 for list of subjects.

GRADE II AND GRADE III CERTIFICATES (six subjects each)

1. English II
2. Mathematics III
3. Mathematics IV
4. Economics
5. Fluid Mechanics
6. Strength of Materials
7. Construction Materials
8. Soil Mechanics and Foundations
9. Engineering Problems and Drawing
10. Reinforced Concrete
11. Theory of Structures
12. Structural Design (Timber and Steel)
13. Highway Technology
14. Sanitation
15. Surveying

NOTE: The conditions outlined for the Advanced Technical Evening Class courses in the Memorandum dated February 6, 1964, apply to the course in Civil Technology.

W. R. Stewart
Deputy Minister of Education.

July 20, 1964.

1963-64:88
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ONTARIO
DEPARTMENT OF EDUCATION

44 EGLINTON AVE. W.
TORONTO 12, ONTARIO

Memorandum to Directors and Superintendents
Principals of Secondary Schools
Principals of Inspected Private Schools
Secretaries of Secondary School Boards

Re Crest Theatre Foundation Hour Company

With the assistance of the Ontario Department of Education, during two ten-week periods of the school year 1964-65 the Crest Theatre Foundation Hour Company will undertake a tour of secondary schools in the province which have Grades 11, 12, and 13 classes.

One of the major purposes of this pilot project is to assist principals and teachers in promoting the cultural development of students by bringing live theatre into schools, thus providing enrichment of course content, particularly in those communities whose students have had little or no opportunity to visit the theatre and see the literature prescribed for study come alive from the printed page. The program of presentations is being planned in close cooperation with the Department of Education and is designed to benefit both students and teachers.

At the request of participating schools, the Company will visit as many centres in the province as time and the assistance provided will allow to give dramatic presentations, approximately one hour in length, based chiefly on parts of the Grade 13 course of study in English Literature. Tours will be arranged for areas from which applications are most numerous in order that the greatest possible number of students may derive benefit. Principals within a few miles of a centre included in the itinerary may wish to make arrangements to send students to that centre. It is expected that approximately one-third of the schools requesting participation can be served. Each participating school, according to its size, will contribute a small amount towards travelling expenses:

Schools whose total enrolment is under 300 will be asked to contribute $25; schools whose total enrolment is 300 - 500, $50; and schools whose total enrolment is over 500, $75.

Further information concerning the Hour Company program will be found in the accompanying letter to principals. Since the itinerary will be organized in particular sections of the province during each of the fall and winter terms, principals are asked to return request forms promptly to allow time for planning.

W. R. Stewart

W. R. Stewart
Deputy Minister of Education.

TORONTO, July 31, 1964.

ONTARIO

DEPARTMENT OF EDUCATION

Amendment to
Circular H.S.1 (1963-64)

MEMORANDUM TO SECONDARY SCHOOL PRINCIPALS
RE CIRCULAR H.S. 1 (1963-64)

Paragraphs 1, 2, and 3 of the section entitled "Promotions and Transfers" beginning on page 40 of Circular H.S. 1 (March, 1963) are hereby amended to read as follows:

1. The powers of the principal with regard to the promotion or transfer of pupils as defined in Regulation 98 (Secondary Schools), 1960, are unchanged except as noted in Section 2(b) (page 42) of Information Regarding Diplomas and Certificates, found below.

2. The Department of Education recognizes fifty per cent of the marks assigned as the pass standard at examinations in subjects of the curriculum in each grade of any Branch or Programme in the Ontario secondary schools, and issues diplomas and certificates on the basis of that standard. A pupil who has attained the standing of fifty per cent in each of the obligatory and required number of optional subjects in a grade should have, subject to the approval of the principal, the right of promotion, if he is enrolled in the common course in Grade 9, to Grade 10 in any Branch or Programme, or otherwise to Grade 10, 11 or 12, as the case may be, in the Branch and Programme in which he is enrolled. A pupil who has not achieved the standing of fifty per cent in each subject as stated may be promoted, however, to the next higher grade if, in the judgment of the principal, his general achievement merits such action. It is recognized that different standards of achievement in the common course of Grade 9 may properly be required of pupils as a qualification to enter the Five-Year or the Four-Year Programme, respectively, in Grade 10 of any Branch.

The best interests of individual pupils and the fulfilment of the general purposes of the reorganized programmes of study as stated earlier in this Circular should be basic considerations in the making of promotions or transfers.

Promotion to Grade 13 will be made as provided in Section 2(b) of Information Regarding Diplomas and Certificates.

3. Where a pupil has passed in all required subjects of any grade, he should have freedom of choice with regard to the Branch and Programme for his further studies, subject to the approval of the principal and to (5) below, the courses available, and the requirements for diplomas. The advisability of securing approval by the pupils' parents of the choice made will be recognized.

For reference purposes, this memorandum should be attached to page 40 of Circular H.S. 1.

C. W. Booth

C. W. Booth
Deputy Minister.

TORONTO, April 26, 1963.

ONTARIO

DEPARTMENT OF EDUCATION

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Memorandum to Principals of Designated Private Schools under The Teachers' Superannuation Act

Re Teachers whose Interim Teaching Certificates
or Letters of Standing Have Expired

Representations have been made to the Minister of Education on behalf of certain private-school teachers whose superannuation privileges have lapsed because their Interim teaching certificates or Letters of Standing have expired.

The Minister has approved a recommendation that this situation be reviewed during the coming school year.

Pending the results of the study, expired Interim teaching certificates or Letters of Standing held by teachers in designated private schools will, upon request, be extended to June 30, 1964.

The Principal is asked to bring this memorandum to the attention of any teachers who may be concerned, and to suggest that the expired certificate or Letter of Standing be sent to the Deputy Minister, Department of Education, Parliament Buildings, Toronto, Ontario, with a covering letter.

H. E. Elborn
Acting Chief Director

TORONTO, August 2, 1963

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DEPARTMENT OF EDUCATION

MEMORANDUM TO: ASSISTANT SUPERINTENDENTS
SECONDARY SCHOOL INSPECTORS

RE: ENDORSEMENT IN PSYCHOLOGY, SOCIOLOGY, GEOLOGY,
AND POLITICAL SCIENCE AND ECONOMICS

The new courses in Psychology, Sociology, Geology, and Politics and Economics of the Four-Year Arts and Science Programme will not be introduced before September, 1964, in Grade 11, or in 1965 in Grade 12.

Teachers who have, through their university courses, enough academic credits in these subject fields to qualify for endorsement (15 credits) cannot have their High School Assistant's Certificate endorsed until they have taught these subjects successfully for one year subsequent to the date of the issue of their Interim High School Assistant's Certificate and in addition are recommended by the inspector on the basis of a classroom visit.

A number of teachers have already applied for endorsement in these subjects. Inspectors are requested to advise principals and teachers concerned to withhold such applications until June, 1965, or until such time as the teachers have taught the subject for at least one school year.

In the case of Political Science and Economics, endorsement can be granted at present to holders of Interim High School Assistant's Type B Certificates, upon successful completion of one year of teaching of Economics to Commercial and to Technical pupils.

This Departmental policy is to be considered in effect at present.

S. D. Rendall,
Superintendent of Secondary Education.

TORONTO 2, August 8, 1963.